Agenda--March 8-10, 2006

California State Board of Education (SBE) meeting agenda.

CORRECTED
AGENDA
February 24, 2006 - 7:00 P.M.

March 8-10 , 2006

State Board Members

Glee Johnson, President
Kenneth Noonan, Vice President

Alan Bersin
Ruth Bloom
Yvonne Chan
Don Fisher
Ruth E. Green
Joe Nuñez
Bonnie Reiss
Johnathan Williams
Paul Gardner, III, Student Member

Secretary & Executive Officer

Hon. Jack O'Connell

Executive Director

Roger Magyar

Schedule of Meeting	Location
Wednesday, March 8, 2006 9:00 a.m. ± STATE BOARD OF EDUCATION Closed Session – **IF NECESSARY** (The public may not attend.)	**California Department of Education** 1430 N Street, Room 1101 Sacramento, California 916-319-0827

The Closed Session (1) may commence earlier than 9:00 a.m.; (2) may begin at or before 9:00 a.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 9:00 a.m.

CLOSED SESSION AGENDA

Under *Government Code* section 11126(e)(1), the State Board of Education hereby provides public notice that some or all of the pending litigation which follows will be considered and acted upon, as necessary and appropriate, in closed session:

- *Brian Ho, et al.,* v. *San Francisco Unified School District, et al.*, United States District Court, Northern District of California, Case No. C-94-2418 WHO
- *California Association of Private Special Education Schools, et al., v. California Department of Education, et al.*, Los Angeles County Superior Court, Case No. BC272983, and related appeal
- *CAPSES, et al. v. Cal. Dept. of Education, et. al.,* Second Appellate District Court of Appeal Case No. B181843

Centinela Valley Union High School District v. State Board of Education, *et al*., Los Angeles Superior Court, Case No. BS093483

- *Chapman, et al. v. California Department of Education, et al.,* Alameda County Superior Court, Case No. 2002-049636
- *Chapman, et al.* v. *California Department of Education, et al.,* United States District Court, Northern District of California, Case No. C-01-1780 BZ
- *Coachella Valley Unified School District, et.al., v. State of California, et.al.* Case No. CPF-05-505334
- *Daniel, et al.* v. *State of California, et al.,* Los Angeles Superior Court, Case No. BC214156
- *Donald Urista, et al.* v. *Torrance Unified School District, et al.*, United States District Court, Central District of California, No. 97-6300 ABC
- *Emma C., et al.* v. *Delaine Eastin, et al.*, United States District Court, Northern District of California, Case No. C 96 4179
- *EMS-BP, LLC, Options for Youth Burbank, Inc*. *et al. v. California Department of Education, et al.*, Sacramento County Superior Court, Case No. 03CS01078 / 03CS01079 and related appeal
- *Ephorm, et al.* v. *California Board of Education, et al.,* Los Angeles Superior Court, Case No. TC013485
- *K.C. et al. v. Jack O'Connell, et al*., U.S. District Court, Northern District of California, Case No. C 05 4077 MMC
- *Maureen Burch, et al.* v. *California State Board of Education*, Los Angeles County Superior Court, Case No. BS034463 and related appeal
- *McNeil* v. *State Board of Education*, San Mateo County Superior Court, Case No. 395185
- *Meinsen, et al.* v. *Grossmont Unified School District, et al.*, U.S. District Court, Southern District of California, Case No. C 96 1804 S LSP (pending)
- *Porter, et al.,* v. *Manhattan Beach Unified School District, et al.*, United States District Court, Central District, Case No. CV-00-08402
- *Roxanne Serna, et al.,* v. *Delaine Eastin, State Superintendent of Public Instruction, et al*., Los Angles County Superior Court, Case No. BC174282
- *San Francisco NAACP* v. *San Francisco Unified School District, et al.*, United States District Court, Northern District of California, Case No. 78-1445 WHO
- *San Mateo-Foster City School District, et al.,* v. *State Board of Education*, San Mateo County Superior Court, Case No. 387127
- *San Rafael Elementary School District* v. *State Board of Education, et al.,* Sacramento County Superior Court, Case No. 98-CS01503 and related appeal
- *Sonoma County Superintendents of Schools, et. al. v. Special Education Hearing Office, et.al.* Sacramento County Superior Court, Case No. 04AS0393
- *Valenzuela v. Jack O'Connell, et al.,* San Francisco Superior Court, Case No. CPF 06506050
- *Tinsley v. State of California*, San Mateo County Superior Court, Case No. 206010
- *Wilkins, et al.*, v. *California Board of Education, et al.,* Los Angeles Superior Court, Case No. TC014071
- *Williams, et al.* v. *State of California, et al.,* San Francisco Superior Court, Case No. 312236
- *Wilson, et al.* v. *State Board of Education, et al.,* Los Angeles Superior Court, Case No. BC254081

Under *Government Code* section 11126(e)(2), the State Board of Education hereby provides public notice that it may meet in closed session to determine whether, based on existing facts and circumstances, any matter presents a significant exposure to litigation [see *Government Code* section 11126(e)(2)(B)(ii)] and, if so, to proceed with closed session consideration and action on that matter, as necessary and appropriate [see *Government Code* section 11126(e)(2)(B)(i)]; or, based on existing facts and circumstances, if it has decided to initiate or is deciding whether to initiate litigation [see *Government Code* section 11126(e)(2)(C)].

Under *Government Code* section 11126(c)(14), the State Board of Education hereby provides public notice that it may meet in closed session to review and discuss the actual content of pupil achievement tests (including, but not limited to, the High School Exit Exam) that have been submitted for State Board approval and/or approved by the State Board.

Under *Government Code* section 11126(a), the State Board of Education hereby provides public notice that it may meet in closed session regarding the appointment, employment, evaluation of performance, or dismissal of employees exempt from civil service under Article VII, Section 4(e) of the California Constitution.

Schedule of Meeting	Location
Wednesday, March 8, 2006 9:00 a.m. ± (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	**California Department of Education** 1430 N Street, Room 1101 Sacramento, California 916-319-0827

Please see the detailed agenda for more information about the items to be considered and acted upon. The public is welcome.

Schedule of Meeting	Location
Thursday, March 9, 20068:00 a.m. ± STATE BOARD OF EDUCATION Closed Session – **IF NECESSARY** (The public may not attend.)	**California Department of Education**1430 N Street, Room 1101 Sacramento, California 916-319-0827

Please see **Closed Session Agenda** above. The Closed Session (1) may commence earlier than 8:00 a.m.; (2) may begin at or before 8:00 a.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 8:00 a.m.

Schedule of Meeting	Location
Thursday, March 9, 2006 8:00 a.m. ± (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	**California Department of Education**1430 N Street, Room 1101 Sacramento, California 916-319-0827

Please see the detailed agenda for more information about the items to be considered and acted upon. The public is welcome.

Schedule of Meeting	Location
Friday, March 10, 2006 8:00 a.m. ± STATE BOARD OF EDUCATION Closed Session - **IF NECESSARY** (The public may not attend.)	**California Department of Education**1430 N Street, Room 1101 Sacramento, CA 95814 916-319-0827

Please see Closed Session Agenda above. The Closed Session (1) may commence earlier than 8:00 a.m.; (2) may begin at or before 8:00 a.m., be recessed, and then be reconvened later in the day; or (3) may commence later than 8:00 a.m.

Schedule of Meeting	Location
Friday, March 10, 2006 8:00 a.m. ± (Upon Adjournment of Closed Session, if held) STATE BOARD OF EDUCATION Public Session	**California Department of Education**1430 N Street, Room 1101 Sacramento, CA 95814 916-319-0827

Please see the detailed agenda for more information about the items to be considered and acted upon. The public is welcome.

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY
ALL ITEMS MAY BE RE-ORDERED TO BE HEARD
ON ANY DAY OF THE NOTICED MEETING
THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Persons wishing to address the State Board of Education on a subject to be considered at this meeting, including any matter that may be designated for public hearing, are asked to notify the State Board of Education Office (see telephone/fax numbers below) by noon of the third working day before the scheduled meeting/hearing, stating the subject they wish to address, the organization they represent (if any), and the nature of their testimony. Time is set aside for individuals so desiring to speak on any topic NOT otherwise on the agenda (please see the detailed agenda for the Public Session). In all cases, the presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is completed.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California State Board of Education (SBE), may request assistance by contacting the SBE Office, 1430 N Street, Room 5111, Sacramento, CA, 95814; telephone, 916-319-0827; fax, 916-319-0175.

CALIFORNIA STATE BOARD OF EDUCATION

FULL BOARD
Public Session

CORRECTED AGENDA
February 24, 2006 - 7:00 P.M.

March 8-10, 2006

Wednesday, March 8, 2006– 9:00 a.m.± (Upon adjournment of Closed Session if held)
California Department of Education, 1430 N Street, Room 1101, Sacramento, California

Call to Order

Salute to the Flag

Approval of Minutes (January 2006 Meeting)

Communications

Announcements

REPORT OF THE SUPERINTENDENT

SPECIAL PRESENTATIONS
Public notice is hereby given that special presentations for informational purposes may take place during this session.

NOTE: Items not heard or completed on March 8, 2006, will be carried over to March 9, 2006, or March 10, 2006.

ITEM 1 (DOC; 157KB; 7pp.)	STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; Board Liaison Reports; and other matters of interest	ACTION INFORMATION

ITEM 2 (DOC; 57KB; 1p.)	PUBLIC COMMENT. Public Comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	INFORMATION

ITEM 3 (DOC; 63KB; 2pp.)	California High School Exit Examination: Examination of Alternatives Under California *Education Code* Section 60856 • Last Minute Memorandum (DOC; 350KB; 40pp.)	ACTION INFORMATION

ITEM 4 (DOC; 64KB; 3pp.)	California High School Exit Examination: Adopt Emergency Regulations related to Senate Bill 517, and Approve Commencement of the Rulemaking Process for Amendments to Title 5, Sections 1200-1225 • Attachment 1 (DOC; 32KB; 3pp.) • Attachment 2 (DOC; 38KB; 4pp.) • Attachment 3 (DOC; 39KB; 2pp.) • Attachment 4 (DOC; 65KB; 4pp.)	ACTION INFORMATION

ITEM 5 (DOC; 56KB; 2pp.)	Standardized Testing and Reporting Program: The Approval of Performance Standards (Levels) for the Grade Eight California Standards Test in Science and the Grade Ten California Standards Test in Life Science • Last Minute Memorandum (DOC; 116KB; 7pp.)	ACTION INFORMATION

ITEM 6 (DOC; 79KB; 3pp.)	Standardized Testing and Reporting Program: Including but not limited to Program Update • Attachment 1 (PDF; 192KB; 13pp.)	ACTION INFORMATION

ITEM 7 (DOC; 80KB; 3pp.)	Standardized Testing and Reporting Program: Approval of Contract and Scope of Work • Last Minute Memorandum (DOC; 208KB; 23pp.) • Last Minute Memorandum Attachment 1 (PDF; 794KB; 156pp.) • Last Minute Memorandum Attachment 2 (PDF; 136KB; 25pp.) • Last Minute Memorandum Attachment 3 (PDF; 104KB; 7pp.)	ACTION INFORMATION

ITEM 8 (DOC; 54KB; 2pp.)	Independent Evaluation of Standards and Assessment Program: Request for Proposals	ACTION INFORMATION

ITEM 9 (DOC; 62KB; 4pp.)	Standardized Testing and Reporting Program: Approval of Revised Blueprints for the California Alternate Performance Assessment • Attachment 1 (PDF; 409KB; 12pp.) • Attachment 2 (PDF; 221KB; 16pp.) • Attachment 3 (PDF; 2583KB; 12pp.)	ACTION INFORMATION

ITEM 10 (DOC; 89KB; 6pp.)	California English Language Development Test: Including, but not Limited to, Update on California English Language Development Test	ACTION INFORMATION

ITEM 11 (DOC; 55KB; 2pp.)	California English Language Development Test: Performance Level Standard Setting • Last Minute Memorandum (DOC; 146KB; 10pp.) • Last Minute Memorandum Attachment 2 (DOC; 33KB; 1p.)	ACTION INFORMATION

*****PUBLIC HEARINGS*****

Public Hearings on the following agenda items will commence no earlier than **12:00 p.m.** The Public Hearings will be held at or after **12:00 p.m.** as the business of the State Board permits.

ITEM 12 (DOC; 654KB; 8pp.)	Kingsburg Elementary Charter School District: Hold a Public Hearing and Join the State Superintendent of Public Instruction in Approving Renewal of All-Charter District Status for a Five-Year Period	ACTION INFORMATION PUBLIC HEARING

ITEM 13 (DOC; 198KB; 35pp.)	Edison Charter Academy: Renewal of Charter Status Under State Board of Education Oversight for a Five-Year Period	ACTION INFORMATION PUBLIC HEARING

ITEM 14 (DOC; 499KB; 63pp.)	High Tech High Bayshore: Approve the Appeal of San Mateo County Board of Education's Decision to Deny Renewal of the Charter and, thus, Renew the Charter for a Five-Year Period	ACTION INFORMATION PUBLIC HEARING

*****END OF PUBLIC HEARINGS*****

ITEM 15 (DOC; 58KB; 1p.)	Recommendation to Appoint Commissioners to the Advisory Commission on Charter Schools	ACTION INFORMATION

ITEM 16 (DOC; 68KB; 3pp.)	Assignment of Numbers for Charter School Petitions	ACTION INFORMATION

ITEM 17 (DOC; 108KB; 6pp.)	Charter Schools: Determination of Funding Requests for 2004-05 and 2005-06 for Nonclassroom-based Charter Schools	ACTION INFORMATION

ITEM 18 (DOC; 115KB; 6pp.)	New West Charter Middle School: Approve with Conditions a Material Revision to the Charter to Extend the Initial Approval Period by One Year (2006-07) to June 30, 2007 • Attachment 1 (PDF; 1578KB; 86pp.)	ACTION INFORMATION

*****PUBLIC HEARING*****

Public Hearing on the following agenda item will commence no earlier than **3:00 p.m.** The Public Hearing will be held at or after **3:00 p.m.** as the business of the State Board permits.

ITEM 19 (DOC; 104KB; 5pp.)	2005 History-Social Science Primary Adoption: Consideration of Board Committee Recommendations; Adoption of Edits and Corrections for Grades 6-8; Motion to Amend Action Taken by Board on November 9, 2005, regarding Curriculum Development Commission's review of Ad Hoc Committee Edits and Corrections • Last Minute Memorandum (PDF; 888KB; 126pp.)	ACTION INFORMATION PUBLIC HEARING

*****END OF PUBLIC HEARING*****

ITEM 20 (DOC; 165KB; 14pp.)	Alternative Schools Accountability Model: Adopt Proposed Amendment to *California Code of Regulations,* Title 5, Section 1074 Alternative Schools Accountability Model Pre-Post Assessments	ACTION INFORMATION

ITEM 21 (DOC; 92KB; 4pp.)	Physical Education Framework for California Public Schools, Kindergarten through Grade Twelve: Appoint Curriculum Framework and Criteria Committee Members • Attachment 1 (PDF; 53KB; 8pp.)	ACTION INFORMATION

ITEM 22 (DOC; 64KB; 3pp.)	2006 Visual and Performing Arts Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts • Attachment 1 (PDF; 22KB; 22pp.) • Attachment 2 (PDF; 15KB; 1p.)	ACTION INFORMATION

ITEM 23 (DOC; 64KB; 3pp.)	2006 Science Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts • Attachment 1 (PDF; 16KB; 1p.) • Attachment 2 (PDF; 23KB; 2pp.)	ACTION INFORMATION

ITEM 24 (DOC; 58KB; 2pp.)	Williams Settlement Legislation, Senate Bill 550: Remedy Insufficiency of Instructional Materials, Pursuant to *Education Code* Section 1240(i)(4)(D)	ACTION INFORMATION

ADJOURNMENT OF DAY'S SESSION

Thursday, March 9, 2006– 8:00 a.m.± (Upon adjournment of Closed Session if held)
California Department of Education, 1430 N Street, Room 1101, Sacramento, California

REPORT OF THE SUPERINTENDENT (unless presented on the preceding day)

ITEMS DEFERRED FROM PRECEDING DAY
Any matters deferred from the previous day's session may be considered.

CLOSED SESSION

NOTE: Items not heard or completed on March 9, 2006, will be carried over to March 10, 2006.

The State Board of Education will also consider and take action as appropriate on the following agenda items:

ITEM 25 (DOC; 54KB; 2pp.)	No Child Left Behind Act of 2001: Approve Local Educational Agency Plans, Title 1, Section 1112	ACTION INFORMATION

ITEM 26 (DOC; 54KB; 2pp.)	Consolidated Applications 2005-06: Approval • Attachment 1 (PDF; 8KB; 1p.)	ACTION INFORMATION

ITEM 27 (DOC; 56KB; 2pp.)	Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approval of Training Providers and Training Curricula	ACTION INFORMATION

ITEM 28 (DOC; 242KB;	Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests	ACTION INFORMATION

9pp.)	from Local Educational Agencies	

ITEM 29 (DOC; 71KB; 5pp.)	The Principal Training Program, Assembly Bill 75 (Chapter 697, Statutes of 2001): Approval of Applications for Funding from Local Educational Agencies and Consortia	ACTION INFORMATION

ITEM 30 (DOC; 59KB; 2pp.)	The Principal Training Program, Assembly Bill 75 (Chapter 697, Statutes of 2001): Approval of Training Providers	ACTION INFORMATION

ITEM 31 (DOC; 69KB; 3pp.)	Immediate Intervention/Underperforming Schools Program (II/USP): Request to Rescind State-monitoring Status for Two II/USP Schools	ACTION INFORMATION

ITEM 32 (DOC; 73KB; 4pp.)	Immediate Intervention/Underperforming Schools Program: School Assistance and Intervention Team: Request to Approve an Amended Expenditure Plan	ACTION INFORMATION

ITEM 33 (DOC; 81KB; 4pp.)	Legislative Update: Including, but not limited to, Information on Legislation from the 2005-06 Legislative Session. • Last Minute Memorandum (DOC; 67KB; 6pp.)	ACTION INFORMATION

ITEM 34 (DOC; 266KB; 11pp.)	District Assistance and Intervention Team (DAIT): Standards and Criteria to be Applied by a DAIT in Local Educational Agencies in Program Improvement Corrective Action • Attachment 1 (PDF; Outside Source)	ACTION INFORMATION

ITEM 35 (DOC; 118KB; 12pp.)	No Child Left Behind Act of 2001: Adopt Proposed Revision of *California Code of Regulations*, Title 5, Section 6113 to Meet Highly Qualified Requirements for Local Educational Agencies Pertaining to Rural Flexibility	ACTION INFORMATION

ITEM 36 (DOC; 118KB;	Reading First: Regulations – Approve Proposed Regulations for Reading First Achievement Index/Definition of Significant Progress	ACTION INFORMATION

11pp.)		

*****PUBLIC HEARINGS*****

Public Hearings on the following agenda items will commence no earlier than **9:30 a.m.** The Public Hearings will be held at or after **9:30 a.m.** as the business of the State Board permits.

ITEM 37 (DOC; 613KB; 69pp.)	Environmental Effect of the Proposed Unification of Etna Union High School District with Etna Union Elementary School District, Fort Jones Union School District, and Quartz Valley School District in Siskiyou County	ACTION INFORMATION PUBLIC HEARING

ITEM 38 (DOC; 275KB; 29pp.)	Proposed Unification of the Etna Union High School District with the Etna Union Elementary School District, the Fort Jones Union School District, and the Quartz Valley School District in Siskiyou County	ACTION INFORMATION PUBLIC HEARING

*****END OF PUBLIC HEARINGS*****

ITEM 39 (DOC; 72KB; 3pp.)	No Child Left Behind Act of 2001*:* Update on current, relevant issues related to California's implementation of No Child Left Behind, including, but not limited to, additional local educational agencies identified for Program Improvement; 2006 application process for Supplemental Educational Service Providers; California's application for Hurricane Relief funding; and the State Title I conference.	ACTION INFORMATION

ITEM 40 (DOC; 71KB; 4pp.)	No Child Left Behind Act of 2001*:* Proposed Changes to Accountability Workbook	ACTION INFORMATION

ITEM 41 (DOC; 55KB; 2pp.)	California Growth Model Proposal for Adequate Yearly Progress	ACTION INFORMATION

ITEM 42 (DOC; 119KB; 9pp.)	Individuals with Disabilities Education Act of 2004: Special Education State Performance Plan • Attachment 1 (DOC; 1133KB; 139pp.)	ACTION INFORMATION

WAIVER REQUEST CONSENT MATTERS

The following agenda items include waivers and other administrative matters that California Department of Education (CDE) staff has identified as having no opposition and presenting no new or unusual issues requiring the State Board's attention.

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

ITEM WC-1 (DOC; 56KB; 2pp.)	Request by Los Molinos Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332). Waiver Number: Fed-43-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-2 (DOC; 56KB; 2pp.)	Request by Cloverdale Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332). Waiver Number: Fed-44-2005 (Recommended for APPROVAL)	ACTION

ITEM WC-3 (DOC; 56KB; 2pp.)	Request by Mammoth Unified School District for a renewal waiver of Section 131(d)(1) of the Carl D, Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-1-2006 (Recommended for APPROVAL)	ACTION

RESOURCE SPECIALIST

ITEM WC-4 (DOC; 57KB; 2pp.)	Request by Ojai Unified School District to waive Education Code (EC) Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Vicki Surroz assigned at Topa Topa Elementary and Lorie Alford assigned at Matilija Junior High School. Waiver Number: 5-12-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM WC-5 (DOC; 58KB; 2pp.)	Request by Ojai Unified School District to waive Education Code Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Karen Orser assigned at Chaparral High School. Waiver Number: 6-12-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ITEM WC-6 (DOC; 58KB; 2pp.)	Requested by San Ysidro School District to waive Education Code (EC) Section 56362(c); allowing the caseload of two resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). Sally Menze and Juan Murillo assigned at Chaparral High School. Waiver Numbers: 3-1-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

REGIONAL OCCUPATIONAL PROGRAM

ITEM WC-7 (DOC; 57KB; 2pp.)	Request by Stanislaus County Office of Education for a waiver of Education Code (EC) Section 52314.6(a) regarding the 3 percent limit on enrollment of students under the age of 16 in the Regional Occupational Program. Waiver Number: 1-1-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

SCHOOL SITE COUNCIL

ITEM WC-8 (DOC; 55KB; 2pp.)	Request by the Terra Bella Union Elementary School District under the authority of Education Code (EC) Section 53863 to waive EC Section 52852, allowing one joint school site council to function for two small schools (Terra Bella Elementary School and Carl F. Smith Middle School). Waiver Number: 8-11-2005 (Recommended for APPROVAL)	ACTION

NON-CONSENT (ACTION)

The following agenda items include waivers and other administrative matters that CDE staff has identified as having opposition, being recommended for denial, or presenting new or unusual issues that should be considered by the State Board. On a case by case basis public testimony may be considered regarding the item, subject to the limits set by the Board President or the President's designee; and action different from that recommended by CDE staff may be taken.

ADULT EDUCATION INNOVATION AND ALTERNATIVE INSTRUCTIONAL DELIVERY PROGRAM

ITEM W-1 (DOC; 68KB; 4pp.)	Request by Vallejo City Unified School District to waive Education Code (EC) Section 52522(b) to increase from 5 percent to 7 percent the proportion of their Adult Education State Block Entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 6-1-2006 (Recommended for APPROVAL WITH CONDITIONS) EC Section 33051(c) will apply	ACTION

CALIFORNIA HIGH SCHOOL EXAMINATION

ITEM W-2 (DOC; 58KB; 2pp.)	Request by Los Angeles County Office of Education (COE) to waive California Code of Regulations (CCR), Title 5, Section 1204.5(b), which restricts to three the number of times a student can take the California High School Exit Examination (CAHSEE) in the year they are a senior. The Los Angeles COE would like to give their students (in alternative, court and community, and special education programs) the opportunity to take the test a fourth time on section(s) not yet passed. Waiver Number: 2-1-2006 (Recommended for DENIAL)	ACTION

CERTIFICATED EMPLOYEES - EVALUATION

ITEM W-3 (DOC; 57KB; 2pp.)	Request by Mammoth Unified School District to waive Education Code (EC) Section 44664(a)(2) to allow permanent certificated employees to be evaluated every three years instead of every two years. Waiver Number: 1-12-2005 (Recommended for APPROVAL) EC Section 33051(c) will apply	ACTION

CHARTER SCHOOL TERM EXTENSION

ITEM W-4 (DOC; 58KB; 2pp.)	Request by Burlingame Elementary School District for California Virtual Academy @ San Mateo (charter school) to waive EC 47607(a)(1), the requirement that all charter school renewals granted "shall be for a period of five years". Waiver Number: 5-1-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

CLASSIFIED SENIOR MANAGEMENT

ITEM W-5 (DOC; 59KB; 3pp.)	Request by Hacienda La Puente Unified School District using the specific waiver authority of Education Code (EC) 45108.7 to waive Section 45108.5(b)(3) to permanently increase the number of classified senior management employees in the district. Current: 4 permanent. Proposed: add 3 new permanent designations for a total of 7 permanent designations. Waiver Number: 11-11-2005 (Recommended for APPROVAL)	ACTION

EQUITY LENGTH OF TIME

ITEM W-6 (DOC; 57KB; 2pp.)	Request by Temecula Valley Unified School District for a renewal waiver of Education Code (EC) Section 37202, the equity length of time requirement, at one of the district's three high schools, Great Oak High School. Waiver Number: 4-1-2006 (Recommended for APPROVAL WITH CONDITIONS) EC Section 33051(c) will apply	ACTION

ITEM W-7 (DOC; 57KB; 2pp.)	Request by Escalon Unified School District to waive Education Code (EC) Section 37202(a), the equity length of time requirement, at four of the district's elementary schools: Dent, Collegeville, Farmington and Van Allen Elementary Schools. Waiver Number: 9-1-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

GRADUATION REQUIREMENT

ITEM W-8 (DOC; 57KB; 2pp.)	Request by the Manhattan Beach Unified School District under the authority of Education Code 56101 to waive Section 51225.3(a)(1)(C), the high school graduation requirement of the completion of two courses in science (biology) for a student with disabilities according to his individualized education program (IEP). Waiver Number: 2-12-2005 (Recommended for APPROVAL)	ACTION

HIGH PRIORITY SCHOOLS GRANT PROGRAM (HPSGP)

ITEM W-9 (DOC; 61KB; 3pp.)	Request by Lemoore Union High School District for Yokuts High School in the High Priority Schools Grant Program (HPSGP), to waive Education Code (EC) Section 52055.650, the assignment of a School Assistance and Intervention Team (SAIT) for failing to meet growth, and California Code of Regulations (CCR) Title 5, Section1030.8, (the significant growth calculation). Also a request to waive the timelines in EC 52055.650(e)(1)(C) for this process. Waiver Number: 3-12-2005 (Recommended for Denial / Partial Approval of Timelines) • Attachment 1 (DOC; 21KB; 1p.)	ACTION

ITEM W-10 (DOC; 60KB; 3pp.)	Request by Lemoore Union High School District for Jamison High School in the High Priority Schools Grant Program 52055.650, the assignment of a School Assistance (HPSGP), to waive Education Code (EC) Section and Intervention Team (SAIT) for failing to meet growth, and California Code of Regulations (CCR), Title 5, Section1030.8, (the significant growth calculation). Also a request to waive the timelines in EC 52055.650(e)(1)(C) for this process. Waiver Number: 4-12-2005 (Recommended for Denial / Partial Approval of Timelines) • Attachment 1 (DOC; 21KB; 1p.)	ACTION

OUT-OF-STATE TRAVEL

ITEM W-11 (DOC; 58KB; 2pp.)	Request by two districts to waive a portion of Education Code (EC) Section 35330(d) to allow out-of-state travel for students participating in the Environmental and Spatial Technology (EAST) Conference in Hot Springs, Arkansas, February 28 to March 2, 2006. Waiver Number: see attached list for specific school districts	ACTION

	(Recommended for APPROVAL) • Attachment 1 (DOC; 56KB; 2pp.) • Attachment 2 (DOC; 27KB; 1p.)	

PRINCIPAL TRAINING PROGRAM

ITEM W-12 (DOC; 58KB; 2pp.)	Request by Fairfield-Suisun Unified School District to waive Education Code (EC) sections 44512(c) and 44515(a) and (b) regarding the timelines for twelve school administrators involved in the Principal Training Program, established by Assembly Bill 75 (Statutes of 2001). Waiver Number: 13-11-2005 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

STATE TESTING APPORTIONMENT INFORMATION REPORT

ITEM W-13 (DOC; 56KB; 2pp).	Request by twelve districts to waive the State Testing Apportionment Information Report deadline of December 31st in the California Code of Regulations (CCR), Title 5, Section 11517.5(b)(1)(A) regarding the California English Language Development Test (CELDT), or CCR Title 5, Section 1225(b)(2)(A) regarding the California High School Exit Examination (CAHSEE), or CCR, Title 5, Section 862(c)(2)(A) regarding the Standardized Testing and Reporting Program (STAR). Waiver Number: see attached list for specific school districts (Recommended for APPROVAL) • Attachment 1 (DOC; 37KB; 1p.) • Attachment 2 (DOC; 51KB; 1p.)	ACTION

END OF WAIVER REQUESTS

ITEM 43 (DOC; 137KB; 14pp)	Emergency Regulations and Commencement of New Rule-making: California Fresh Start (CFS) Pilot Program, Senate Bill (SB) 281 (Maldonado) Approval of the Proposed Amendment to Add Sections 15566 through 15569 to Title 5. Education, Division 1. California Department of Education, Chapter 15. Child Nutrition Programs, Subchapter 1. Food Sales, Food Service, Nutrition Education, Article 5. California Fresh Start Pilot Program • Attachment 1 (DOC; 41KB; 5pp.)	ACTION INFORMATION

ITEM 44 (DOC; 115KB; 10pp)	Proposed Guidelines for the Evaluation of the California Fresh Start (CFS) Pilot Program, Established by Senate Bill (SB) 281 (Maldonado)	ACTION INFORMATION

ITEM 45 (DOC; 87KB; 4pp)	Chief Business Officer Training Program: Approve Criteria and Application Process • Last Minute Memorandum (DOC; 61KB; 9pp.)	ACTION INFORMATION

ITEM 46 (DOC; 274KB; 22pp)	California State Plan 1999-2006 for the Workforce Investment Act, Title II: Adult Education and Family Literacy Act: Extension and Updates	ACTION INFORMATION

ITEM 47 (DOC; 52KB; 1p)	Before and After School Programs: Confirm a Staff Member to Serve as Consultant to the Advisory Committee on Before and After School Programs	ACTION INFORMATION

*****PUBLIC HEARING*****

Public Hearings on the following agenda item will commence no earlier than **3:00 p.m.** The Public Hearings will be held at or after **3:00 p.m.** as the business of the State Board permits.

ITEM 48 (DOC; 114KB; 1p).	Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve: Public Hearing and Adoption of Updated Framework • Attachment 1	ACTION INFORMATION PUBLIC HEARING

*****END OF PUBLIC HEARING*****

ADJOURNMENT OF DAY'S SESSION

Friday, March 10, 2006– 8:00 a.m.± (Upon adjournment of Closed Session if held)
California Department of Education, 1430 N Street, Room 1101, Sacramento, California

REPORT OF THE SUPERINTENDENT (unless presented on the preceding day)

ITEMS DEFERRED FROM PRECEDING DAYS
Any matters deferred from the previous day's session may be considered.

*****ADJOURNMENT OF MEETING*****

For more information concerning this agenda, please contact the State Board of Education at 1430 N Street, Room 5111, Sacramento, CA, 95814; telephone 916-319-0827; fax 916-319-0175. To be added to the speaker's list, please fax or mail your written request to the above-referenced address/fax number. This agenda is posted on the State Board of Education's Web site. [http://www.cde.ca.gov/be/]

Questions: State Board of Education | 916-319-0827

Last Reviewed: Thursday, August 04, 2011

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget, staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; Board Liaison Reports; and other matters of interest.	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Take action (as necessary and appropriate) regarding State Board Projects and Priorities.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At each regular meeting, the State Board has traditionally had an agenda item under which to address “housekeeping” matters, such as agenda planning, non-closed session litigation updates, non-controversial proclamations and resolutions, bylaw review and revision, Board liaison reports; and other matters of interest. The State Board has asked that this item be placed appropriately on each agenda.

SUMMARY OF KEY ISSUES

Board Member Liaison Reports

Board Members serve as liaisons to various committees, organizations, and issue areas. When appropriate, the Liaisons provide short oral reports on issues of interest to the State Board. At this time, there are several vacant liaison positions that Board Members may wish to accept.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable for this “housekeeping” item.

ATTACHMENT(S)

Attachment 1 State Board Bylaws (as amended July 9, 2003) (10 pages)
Attachment 2: Agenda Planner 2005-2006 (3 Pages)
Attachment 3: Acronyms Chart (3 Pages)

AGENDA PLANNER 2005-2006

MARCH 8-9, 2006 ..... SACRAMENTO

Board Meeting

- Consolidated Applications, report on districts that received conditional approval, including their progress toward compliance
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary

Other Dates of Interest to the State Board:

- Advisory Commission on Special Education, Sacramento, Sacramento, March 23-24
- 2006 Science Primary Adoption, training for IMAP and CRP members, Sacramento, March 27-30

APRIL2006 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, April 3 (if necessary)
- 2006 Visual and Performing Arts Primary Adoption, training for IMAP and CRP members, Sacramento, April 4-7

MAY 10-11, 2006 ..... SACRAMENTO

Board Meeting

- No Child Left Behind Act, approve supplemental educational service providers
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary

Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, May 18-19
- Advisory Commission on Special Education, Sacramento, Sacramento, May 25-26

JUNE 2006 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

To be determined

AGENDA PLANNER 2005-2006

JULY 12-13, 2006.....SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary

Other Dates of Interest to the State Board:

- 2006 Science Primary Adoption, IMAP/CRP deliberations, Sacramento, July 10-13
- 2006 Visual and Performing Arts Primary Adoption, IMAP/CRP deliberations, Sacramento, July 31 – August 3
- Biennial Report to the Governor on the State Board's Actions and Operations for the Years 2004-2006.

AUGUST 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:

- 2006 Visual and Performing Arts Primary Adoption, IMAP/CRP deliberations, Sacramento, July 31 – August 3

SEPTEMBER 6-7, 2006 .....SACRAMENTO

Board Meeting

- Consolidated Applications for 2006-07, for approval
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- Instructional Materials Fund budget, for approval

Other Dates of Interest to the State Board:

- Biennial report from State Board of Education due to State Legislature
- Curriculum Development and Supplemental Materials Commission, Sacramento, September 28-29
- 2006 Science Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29
- 2006 Visual and Performing Arts Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29

OCTOBER 2006.....NO MEETING SCHEDULED

Dates of Interest to the State Board:

To be determined

AGENDA PLANNER 2005-2006

NOVEMBER 8-9, 2006 ..... SACRAMENTO

Board Meeting

- Consolidated Applications for 2006-07, for approval
- STAR, update/action as necessary
- CAHSEE, update/action as necessary
- CELDT, update/action as necessary
- No Child Left Behind Act, update/action as necessary
- 2006 Science Primary Adoption, Curriculum Commission action on IMAP/CRP recommendations, Sacramento, September 28-29
- 2006 Visual and Performing Arts Primary Adoption, Public Hearing and action on Curriculum Commission adoption recommendations

Other Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, November 30 – December 1

DECEMBER 2006 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, November 30-December 1
- California High School Proficiency Exam contract expires, December 31

ACRONYMS CHART	
ACRONYMS	
AB	Assembly Bill
ACCS	Advisory Commission on Charter Schools
ACES	Autism Comprehensive Educational Services
ACSA	Association of California School Administrators
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
AFT	American Federation of Teachers
AP	Advanced Placement
API	Academic Performance Index
ASAM	Alternative Schools Accountability Model
AYP	Adequate Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CAHSEE	California High School Exit Examination
CAPA	California Alternate Performance Assessment
CASBO	California Association of School Business Officials
CASH	Coalition for Adequate School Housing
CAT/6	California Achievement Test, 6th Edition
CCSESA	California County Superintendents Educational Services Association
CDE	California Department of Education
CELDT	California English Language Development Test
CFT	California Federation of Teachers
CHSPE	California High School Proficiency Exam
CNAC	Child Nutrition Advisory Council
COE	County Office of Education
ConAPP	Consolidated Applications
CRP	Content Review Panel
CSBA	California School Boards Association
CSIS	California School Information System
CST	California Standards Test
CTA	California Teachers Association
CTC	California Commission on Teacher Credentialing

	ACRONYMS CHART
ACRONYMS	
EL	English Learner
ELAC	English Learner Advisory Committee
ESL	English as a Second Language
FAPE	Free and Appropriate Public Education
FEP	Fluent English Proficient
GATE	Gifted and Talented Education
GED	General Education Development
HPSGP	High-Priority School Grant Program
HumRRO	Human Resources Research Organization
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
II/USP	Immediate Intervention/Underperforming Schools Program
IMAP	Instructional Materials Advisory Panel
IMFRP	Instructional Materials Fund Realignment Program
LEA	Local Educational Agency
LEP	Limited English Proficient
NAEP	National Assessment of Educational Progress
NEA	National Education Association
NCLB	No Child Left Behind Act of 2001
NPS/NPA	Non Public Schools/Non Public Agencies
NRT	Norm-Referenced Test
OSE	Office of the Secretary for Education
PAR	Peer Assistance and Review Program for Teachers
PSAA	Public School Accountability Act
ROP	Regional Occupation Program
RLA/ELD	Reading/Language Arts/English Language Development
SABE/2	Spanish Assessment of Basic Education, 2nd Edition
SAIT	School Assistance and Intervention Team
SARC	School Accountability Report Card
SAT 9	Stanford Achievement Test, 9th Edition

	ACRONYMS CHART
ACRONYMS	
SB	Senate Bill
SEA	State Educational Agency
SELPA	Special Education Local Plan Area
SBCP	School Based Coordination Program
SBE	State Board of Education
SSPI	State Superintendent of Public Instruction (Jack O'Connell)
STAR	Standardized Testing and Reporting Program
TDG	Technical Design Group (PSAA Advisory Committee)
USD	Unified School District
USDE	United States Department of Education
UTLA	United Teachers-Los Angeles
WIA	Workforce Investment Act

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
PUBLIC COMMENT. Public Comment is invited on any matter not included on the printed agenda. Depending on the number of individuals wishing to address the State Board, the presiding officer may establish specific time limits on presentations.	☐ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Listen to public comment on matters not included on the agenda.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

N/A

SUMMARY OF KEY ISSUES

N/A

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

None

ITEM #

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
California High School Exit Examination: Examination of Alternatives Under California *Education Code* Section 60856	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) review the information provided by the State Superintendent of Public Instruction and determine that no criteria meet the specifications set forth in California *Education Code* Section 60856, and that no recommendation for alternatives to the California High School Exit Examination (CAHSEE) for students regarded as highly proficient be forwarded to the California Legislature.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Summary of previous action will be provided in a last minute memorandum.

SUMMARY OF KEY ISSUES

California *Education Code* Section 60856, part of the CAHSEE statutes, states:

60856. After adoption and the initial administrations of the high school exit examination the State Board of Education, in consultation with the Superintendent of Public Instruction, shall study the appropriateness of other criteria by which high school pupils who are regarded as highly proficient but unable to pass the high school exit examination may demonstrate their competency and receive a high school diploma. This criteria shall include, but is not limited to, an exemplary academic record as evidenced by transcripts and alternative tests of equal rigor in the academic areas covered by the high school exit examination. If the State Board of Education determines that other criteria are appropriate and do not undermine the intent of this chapter that all high school graduates demonstrate satisfactory academic proficiency, the board shall forward its recommendations to the Legislature for enactment.

Information for the Board's consideration of this statute will be provided in a last minute memorandum.

FISCAL ANALYSIS (AS APPROPRIATE)

The California Department of Education determined that there are no additional costs.

ATTACHMENT(S)

Information for the Board's consideration of this statute will be provided in a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: March 2, 2006

TO: **MEMBERS, STATE BOARD OF EDUCATION**

FROM: Bill Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 3

SUBJECT: California High School Exit Examination: Examination of Alternatives Under California *Education Code* Section 60856

Recommendation

The California Department of Education (CDE) recommends that the State Board of Education (SBE) review the information provided by the State Superintendent of Public Instruction (SSPI) and determine that no criteria meet the specifications set forth in California *Education Code* Section 60856, and that no recommendation for alternatives to the California High School Exit Examination (CAHSEE) for students regarded as highly proficient be forwarded to the California Legislature.

Summary of Previous State Board of Education Discussion and Action

Since the inception, in 1999, of the California High School Exit Examination (CAHSEE), CDE staff have worked diligently to gather information and evidence regarding best practices for exit exams. In the first two years of the program, the State Superintendent of Public Instruction (SSPI) convened a high school exit examination standards panel (HSEE Panel) that was tasked in law to assist with the design and composition of the exam and to ensure that it was aligned with the state academic content standards (California *Education Code* Section 60850). The HSEE Panel was staffed by CDE. The work of the HSEE Panel was reported to the SBE after each panel meeting. The HSEE Panel was convened in accordance with public meeting act [Bagley Keene] rules beginning in July 1999 and ending January 31, 2001.

During nineteen separate meetings, the HSEE Panel reviewed California Legislation and other states' policies regarding their exit exams, considered state content standards and possible assessment content, discussed guiding principles for the exam, discussed test structure and timing, received progress reports from the test contractor and the independent evaluator, and received public input along with presentations from various experts regarding exit exams. Experts were asked to:

Summary of Previous State Board of Education Discussion . . . (Cont.)

1. Discuss legal implications (e.g., Rachael Moran, Professor and attorney, Boalt Hall, UC Berkeley; Jay Heubert, Professor and attorney, Teacher's College, Columbia University; and William Taylor, Attorney, Washington, DC).
2. Describe implementation of exit exams in other states (e.g., Patricia Porter, former Director of Programs for Statewide Assessment, Texas Education Agency; Suzanne Ziegler, former Director of Research, Toronto Board of Education; and Victoria Young, Director of Instructional Coordination and the Statewide Writing Assessment, Texas Education Agency).

3. Present issues related to assessing special needs populations, including students with disabilities and English learners (e.g., Susan Phillips, Professor at Michigan State University, attorney, and expert witness, discussed opportunity-to-learn issues, including accommodations for special education students; Rebecca Kopriva, private consultant, Washington, DC, presented information on accommodations for English learners and how to include English learners to accurately measure their knowledge and skills; and Ann Hafner, Professor at CSU Los Angeles, presented her research on the assessment of English learners).

4. Discuss test validity and reliability (e.g., presentation on the Standards for Educational and Psychological Testing from Eva Baker, Co-Director of CRESST at UCLA, and Co-chair of the Joint Standards Committee; Lauress Wise, Principal Investigator, HumRRO, CAHSEE independent evaluator). There was also a technical advisory committee (TAC) that served the HSEE Panel in its role of technical review. The TAC was co-chaired by Michael Kirst, Stanford University, and Richard Brown, UCLA. The TAC reviewed and discussed test specifications.

The HSEE Panel received public comments from numerous individuals and organizations during the course of its deliberations regarding the CAHSEE (e.g., Association of California School Administrators, California Teachers Association, American Federation of Teachers, California School Boards Association, and the California Congress of Parents, Teachers and Students, Inc.).

In December 2000, the SBE approved the original CAHSEE test blueprints. The SBE received testimony at that meeting from John Mockler, Interim Secretary of Education, suggesting that the Algebra 1 content on the test blueprint recommended by the HSEE Panel should be reduced from 21 to 12 test questions as recommended by CDE. The rationale was that the algebra instruction graduation requirement was new for the Class of 2004 and that students graduating in 2004 may not have had the necessary background in math to master all the proposed Algebra 1 content standards on the blueprint proposed by the HSEE Panel, which would have included test questions requiring knowledge of quadratic equations.

Summary of Previous State Board of Education Discussion . . . (Cont.)

The CAHSEE was first administered to the class of 2004 in May 2001. Assembly Bill (AB) 1609 was passed in 2001 requiring an independent study regarding the requirement of passage of the CAHSEE as a condition of graduating from high school and receiving a diploma. The study includes an examination of whether the test development process and the implementation of standards-based instruction meet the required standards for a test of this nature. The study report was due by May 1, 2003, and it was completed by Human Resources Research Organization (HumRRO) and reported to the SBE at its May 2003 meeting.

The SBE received additional information in June 2003, regarding the estimated math and English-language arts (ELA) pass rates from the March 2003, administration and on the effects of compensatory scoring models on these pass rates for all students as well as subgroups. There were several cautions listed by Educational Testing Services (ETS) for the SBE in its consideration of a compensatory model.

AB 1609 also allowed that on or before August 1, 2003, the SBE could delay the date upon which each pupil completing grade 12 is required to successfully pass the CAHSEE as a condition of high school graduation. At its meeting in July 2003, the SBE, having considered the study report and other evidence provided, including the use of a compensatory model as an alternative, approved the delay of the consequences to the class of 2006. At that time, it was also decided that the testing time would be reduced from three to two days, and that the blueprint would be revised so that one rather than two writing prompts would be included on the CAHSEE. Consequently, the test blueprints were revised and approved by the SBE, and a new standard setting was conducted in September 2003. The SBE decided to maintain the passing standards rather than increasing the percent of test questions correct needed to pass the CAHSEE. The test was not administered again until February 2004, when it was given to students in the class of 2006 for the first time as tenth graders.

Senate Bill (SB) 964, passed in 2003, focused on alternatives for students with disabilities. The Legislation enacted California *Education Code* Section 60852.5, and called for an independent consultant to prepare a report that assessed options and provided recommendations for alternatives to CAHSEE for students with disabilities. WestEd was awarded the contract to complete this study and prepare a report by May 1, 2005. The report was released in May 2005, and made available to the public. In conducting the study, WestEd investigated the policies and practices of other states in the use of alternatives for their exit exam programs. The report summarized various states' policies. A table from the SB 964 report is included as Attachment 1. The report noted that WestEd and the SB 964 Advisory Panel were concerned that the full range of student populations were to be considered, not solely students with disabilities, when implementing the recommendations of the report. WestEd recommended that the state should continue universal testing with a delay in the CAHSEE requirement for students with disabilities.

Others have examined the graduation policies of states as well. For example, the National Center on Educational Outcomes (NCEO) said:

Summary of Previous State Board of Education Discussion . . . (Cont.)

"There are many variations of alternative routes to achieve a standard diploma. It is difficult to generalize about these processes without understanding the specific criteria and requirements of the various alternative routes." (Krentz, J., Thurlow, M., Shyyan, V., & Scott, D. (2005). *Alternative routes to the standard diploma* (Synthesis Report 54). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.)

The nature of the alternate routes for all students and for students with disabilities from the NCEO Synthesis Report 54 is listed in the two tables contained in Attachment 2.

The Human Resources Research Organization (HumRRO), the independent evaluator of the CAHSEE since its inception, recommended in their 2005 evaluation report of the CAHSEE that we keep the CAHSEE requirement in place for the class of 2006 and beyond. HumRRO also recommended that we identify options for students who are unable to satisfy the CAHSEE requirement and implement these options by June 2006.

In considering options, HumRRO suggested (p. x, 2005) that "Every effort possible should be made to help students master the targeted skills; alternative diploma options should be reserved for students who clearly cannot access the general education curriculum."

Summary of Key Issues

California *Education Code* Section 60856, part of the CAHSEE statutes, states:

60856. After adoption and the initial administrations of the high school exit examination the State Board of Education, in consultation with the Superintendent of Public Instruction, shall study the appropriateness of other criteria by which high school pupils who are regarded as highly proficient but unable to pass the high school exit examination may demonstrate their competency and receive a high school diploma. This criteria shall include, but is not limited to, an exemplary academic record as evidenced by transcripts and alternative tests of equal rigor in the academic areas covered by the high school examination. If the State Board of Education determines that other criteria are appropriate and do not undermine the intent of this chapter that all high school graduates demonstrate satisfactory academic proficiency, the board shall forward its recommendations to the Legislature for enactment.

California *Education Code* Section 60856 does not define a "highly proficient" student for purposes of considering the appropriateness of other criteria. As described above, and in additional detail below, alternative methods by which students might demonstrate competency at the same level of rigor as CAHSEE have been broadly examined.

December 15 Public Meeting Summary

On November 30, 2005, SSPI, Jack O'Connell broadly disseminated a request to interested parties inviting input on alternatives to the CAHSEE either by public comment at a meeting held at the CDE or by written response, or both. A copy of the Superintendent's communication is attached as Attachment 4.

This public meeting was held on December 15, 2005, in the State Board Room, at 1430 N Street, in Sacramento. CDE and SBE representatives sat on the panel to hear each of the presentations.

The SSPI requested that the information provided be focused on alternatives the presenters believe would constitute a method by which students may demonstrate their competency on the standards covered on the CAHSEE at the same level of rigor as the CAHSEE. The SSPI also asked the interested parties to provide a written summary describing the alternatives presented, including support for their belief that these alternatives are of equal rigor to the CAHSEE and are an appropriate means of assessing these students.

Summary of Formal Presentations

Several interested parties submitted written comments to the CDE in advance of the meeting and made formal presentations to the panel. A brief summary of the comments provided by each of these presenters follows:

Senator Gary Hart, Educator and Former Secretary of Education, made comments that supported the CAHSEE and spoke to several of the alternative assessments that have been proposed in the past. He began by addressing the suggestion to substitute locally developed courses or locally administered assessments. He argued that if these are permitted as acceptable, it will lead to a lowering of standards in some classrooms, thus undermining the integrity and credibility of the CAHSEE. Senator Hart further addressed the alternative of portfolios and argued that the use of portfolios as a summative assessment is fraught with problems concerning equity, breadth, cost, and consistency.

Senator Hart then offered two areas for further exploration, if needed: (1) allowing students to pass alternative exams, such as the AP Exams, CSU and UC placement exams, SAT or grade eleven California Standards Test in lieu of the CAHSEE and (2) permitting some interaction between the CAHSEE results for students who narrowly missed passing the CAHSEE and high grades in standards-based courses.

Linda Darling-Hammond, Professor of Education, Stanford University, presented information about various other states' procedures and the alternatives they have in place for their exit exam requirements. She explained that there are promising alternatives in other states that CDE should explore as set forth in her written submission, but it is too close to graduation to develop an appropriate alternative for the class of 2006. Specifically, she stated that options for alternatives fall generally into four areas: 1) alternative tests, such as tests offered in a student's primary language; 2) coursework that reflects the standards tested on the exam; 3) locally developed assessments; and 4) state developed performance tests. The earliest any of these options could be put in place is 2007-08. Therefore, Dr. Hammond recommended that the CDE support awarding a diploma based on passage of local coursework, with a merit distinction attached to the diploma signifying CAHSEE passage.
John Rogers, Associate Director, Institute for Democracy, Education and Access, University of California, Los Angeles (UCLA), presented comments that one of the core principles of testing, as determined by major professional testing groups, is that

alternatives be provided for high-stakes assessments. He stated that there is not enough time to develop a robust alternative assessment. Therefore, he recommended as a short-term solution that school districts grant a local diploma for students who have met all other graduation requirements, and the state provide a special designation for students who passed one or both parts of the CAHSEE. He proposed that this solution should be put into place until a permanent alternative to the CAHSEE can be developed and implemented. Mr. Rogers specifically stated that a certificate of completion is not an option because it is not equivalent to a high school diploma.

Jim Lanich, California Business for Education Excellence, California Business Roundtable, presented comments in support of the current CAHSEE and the high stakes nature of the CAHSEE. He explained that the CAHSEE is needed because too many students graduate who are not prepared to enter the work force.

He stated that the state must focus its energies on remediating students who are unable to pass as soon as possible, and argued that CAHSEE serves as a positive force in California schools. He indicated that backing away from the CAHSEE consequences would signal a retreat from the state's accountability system.

Tara Kinney, Public Advocates, Inc., argued that a single assessment should not be the only means of assessment upon which to base the awarding of a diploma. She criticized the CDE and the SBE for not studying the alternatives before this point in time, when it may be too late for the class of 2006. Based on her research, she identified three promising performance assessments that could be alternatives: (1) locally developed, standards-aligned performance assessments approved by the SSPI or a state developed performance assessment; (2) the use of portfolios which contain a sampling of student work, which can be evaluated to ensure that the student has met the standards assessed on the CAHSEE; and (3) CAHSEE equivalent summer school courses, where a student can satisfy the CAHSEE requirement by attending and passing a summer school course in the subject areas they have not yet passed on CAHSEE. She also explained that Public Advocates, Inc., would support the awarding of local diplomas to all students who meet all graduation requirements, except CAHSEE, with a special seal attached to the diplomas of those students who pass the CAHSEE, but does not support a substandard diploma or certificate of completion.

Jo Ann Rupert Behm, M.S., R.N., Consultant, criticized the CDE and SBE for not attempting to study alternatives in a timely manner. She explained that to develop another test at this time might take two to three years. Therefore, it would not be a viable solution for the class of 2006. She argued that the most appropriate and equivalent alternative is a course equivalent model, which could be made available immediately. Under this model, local school districts would grant diplomas based on the rigorous standards of their courses.

Sherry Skelly-Griffith, Legislative Advocate, Association of California School Administrators (ACSA), urged the state to exhaust all other options before considering any other alternatives to the CAHSEE. She began her presentation by requesting that the CDE administer the CAHSEE in July, more authority to retest, and that the State explore putting the CAHSEE online.

She also requested that the results of the May make-up administration be returned to the school districts within two weeks to ensure that the school districts have this information when attempting to make graduation decisions. Ms. Skelly-Griffith stated that ACSA was not in favor of course equivalency because it would be very cumbersome to have the state approve courses, but it would be an option to have the state develop a course curriculum with CAHSEE. She explained that ACSA would be supportive, in limited circumstances, of a state waiver to the CAHSEE requirement. She also stated that ACSA thought that a Certificate of Completion was an option if the state put rigor behind the certificate and provided additional information, such as the student's Standardized Test and Reporting (STAR) results and Grade Point Average (GPA).

Summary of Public Comments

Thirty individuals commented on alternatives or made statements about the CAHSEE. The individuals who came forward included five students, eight educators, six parents, one grandparent, and ten representatives of various advocacy groups for students, teachers, administrators and school districts. The presenters generally did not provide sufficient evidence that their proposed options for alternatives were of equivalent rigor to the CAHSEE. Attachment 1 contains a list of the speakers and their institutional affiliations, if any.

The comments ranged from very supportive of the current system to those calling for a delay of the CAHSEE. Over half the public comments were specific to alternatives that were addressed in the formal presentations. Three speakers commented that English learners should be allowed to test in their primary languages while one speaker said that linguistic barriers should be removed. Nearly a third of the public comments was based on personal circumstances and was presented by parents or students.

CDE staff reviewed and evaluated various alternatives based on the information provided in the various HumRRO reports, the AB 1609 Study Report, the SB 964 Student Report, as well as the information and expertise obtained as reflected in the above summary. Attachment 4 contains a summary analysis (compendium) of alternatives for California, in table form.

State Superintendent's Recommendation

Based upon the information that has been received and reviewed by CDE and the SBE, the SSPI has concluded that there is no practical alternative available which would ensure a student awarded a high school diploma has met the minimal requirements contained in the CAHSEE. After reviewing all the options available, the SSPI is convinced that the only way to ensure our graduates have the necessary skills to truly compete in today's information-driven global economy is through requiring passage of the CAHSEE.

Attachment 1: State Graduation Policies for States with High School Exit Exams (1 Page)

Attachment 2: Nature of the Alternative Route for All Students (6 Pages)
Attachment 3: List of Public Speakers on CAHSEE Alternatives (2 Pages)

Attachment 4: State Superintendent of Public Instruction's Letter with Attachment (23 Pages)

A videotape of the public meeting held December 15, 2005, is available in the State Board Office for viewing as well as hard copies of all the written submissions. Also, the written submissions are posted on the CDE Web site at: *http://www.cde.ca.gov/nr/re/et/cahseealtmtg.asp*.

State Graduation Policies for States with High School Exit Exams

State	High School Exit Exam (HSEE)	Receipt of Diploma Contingent on Passing HSEE	Accommodations on HSEE	Waivers/Appeals for HSEE	Alternative Assessment to HSEE
Alabama	Yes	Yes	Yes	No	No
Alaska	Yes	No	Yes	Yes	Yes
Arizona	Class of 2006	Yes	Yes	Yes	Yes
California	Class of 2006	Yes	Yes	Yes	No
Florida	Yes	No	Yes	Yes	No
Georgia	Yes	No	Yes	Yes	Yes
Idaho	Class of 2006	Yes	Yes	Yes	Yes
Indiana	Yes	No	Yes	Yes	No
Louisiana	Yes	Yes	Yes	No	No
Maryland	Class of 2009	Yes	Yes	No	Yes
Massachusetts	Yes	No	Yes	Yes	Yes
Minnesota	Yes	No	Yes	Yes	Yes
Mississippi	Yes	No	Yes	No	Yes
Nevada	Yes	Yes	Yes	No	Yes
New Jersey	Yes	No	Yes	Yes	Yes
New Mexico	Yes	No	Yes	Yes	Yes
New York	Yes	Yes	Yes	No	Yes
North Carolina	Yes	No	Yes	Yes	Yes
Ohio	Yes	No	Yes	Yes	Yes
South Carolina	Yes	No	Yes	No	Yes
Tennessee	Yes	Yes	Yes	No	Yes
Texas	Yes	No	Yes	Yes	No
Utah	Class of 2006	Yes	Yes	No	Yes
Virginia	Yes	No	Yes	No	Yes
Washington	Class of 2008	Yes	Yes	No	Yes

(Table 8. State Graduation From SB 964 Report, 2005, p. 45)

Nature of the Alternative Route for All Students

State	Alternative Route Process	
	Name of Alternative	**Description of Process or Conditions**
Alaska	Waiver from High School Graduation Qualifying Examination (HSGQE)	A student may receive a waiver if he or she arrives in Alaska with two or fewer semesters remaining in the student's year of intended graduation. Or, a student has a "rare and unusual circumstance" which consists only of: (1) the death of the student's parent(s) if the death occurs within the last semester of the student's year of intended graduation; (2) a serious and sudden illness or physical injury that prevents the student from taking the HSGQE; (3) a disability arising in the student's high school career and the disability arises too late to develop a meaningful and valid alternative assessment (request for a waiver may only be granted if the waiver is consistent with IEP); or (4) a significant and uncorrectable system error. Or, a student has passed another state's competency examination.
California	No alternative route for "all students"	
Florida	Alternative Test	Other standardized tests, such as SAT and ACT college entrance exams can count as comparable to passing scores on the Florida Comprehensive Assessment Test (FCAT).
Georgia	Waiver/Variance	Request for waiver/variance must include a statement of what will be accomplished in lieu of requirements, reason for the request, and permission for the student's records to be reviewed.
Indiana	CORE 40 (Waiver from Graduation Qualifying Exam proficiency standard)	Student successfully completes academically challenging courses in English, mathematics, science, and social studies, and earns at least a C in all required and elective courses. [Not verified by state]
Indiana (continued)	Appeal Test Results	Student meets State Board criteria (takes exam in each subject area; completes all remediation opportunities; minimum attendance of 95%; minimum C average in courses required for graduation), plus must obtain written recommendation from teacher in subject area(s) where did not get passing score on Graduation Qualifying Exam, and principal must agree with recommendation, with documentation

		provided to ensure student has attained the academic standard based on other tests or classroom work. Student must satisfy all other state and local graduation requirements. [Not verified by state]
Massachusetts	MCAS Performance Appeals	Eligibility: Student must have 95% attendance during previous and current school years: must have taken the MCAS test(s) three times; must have scored 216 or 218 at least once (no minimum score for a student with a disability); and must have participated in MCAS tutoring or other academic support. Performance requirements: grade point average must meet or exceed GPA of a “cohort” of six or more students who passed the MCAS. Methods of Appeal: Cohort Analysis or Student Portfolio, when a cohort does not exist, for all students.
Minnesota	No official state-approved alternative route	Minnesota does not have an alternative route for general education students at the state level, but under limited circumstances, after February of the student’s senior year, a local school district can make accommodations options available as a “last chance” option to pass the test.
Mississippi	Appeals/substitute evaluation	Student is eligible when a student, parent, or district personnel has reason to believe a student has mastered the subject area curriculum, but was unable for two separate administrations to demonstrate mastery on the statewide Subject Area Testing Program; if the appeal is approved, the student is allowed to take a substitute evaluation, which is then judged to determine whether it demonstrates mastery of the curriculum.
New Jersey	Special Review Assessment (SRA)	The SRA is an individually, locally administered, state-developed assessment. Each SRA question (known as a Performance Assessment Task or PAT) is aligned to the High School Proficiency Assessment content. The student must obtain a partially proficient score on the HSPA to qualify for the SRA process. The student must also participate in a school-designed SRA instructional program for that content area. Students may take an SRA PAT once. If a student is not successful on a specified PAT, additional PATs may be administered until the student successfully completes the required number of PATs.
New Mexico	Waiver	Waiver may be requested for any student, but there must be documentation of attainment of competencies through other standardized assessment measures.
New York	No information	Students may take other tests in place of Regents Tests—Advanced Placement test, SAT II, International Baccalaureate test. [Not verified by state]

North Carolina	No alternative route for “all students”	
Ohio	Appeal	Student must pass 4 of the 5 tests, 97% attendance rate, 2.5 GPA, completed curriculum requirements, participate in intervention programs with 97% attendance, and have letters recommending graduation from high school principal and each high school teacher in subject area not yet passed. [Not verified by state]
Oregon	Juried State Assessment	Three types of evidence fall within the Juried State Assessment: (1) A Collection of Evidence to the ODE for review; (2) A Modification Request to determine if a modification used during the administration of a state test should be considered an accommodation for the student for each particular test; or (3) A Proficiency-Based Admissions Standards System (PASS) transcript as evidence of having met CIM standards by meeting the corresponding PASS Standards in a content area. [Not verified by state]
Texas	No alternative route for “all students”	
Virginia	Substitute Tests	Substitute tests may be taken for verified credit, which then can be counted for Standards of Learning (SOL) end of course exams. The state provides a list of SOL Substitute Tests for Verified Credit. It includes tests like AP exams, ACT, SATII, etc.

(Table 6. Nature of the alternative route for all students)

Nature of the Alternative Route for Students with Disabilities

State	Alternative Route Process	
	Name of Alternative	**Description of Process or Conditions**
Alaska	Optional Assessment (OA)	To participate in an OA, a student must have attempted to pass all sections of the High School Graduation Qualifying Examination (HSGQE) with or without accommodations, be recommended by the IEP or 504 team, have approval in writing to take the OA, have a copy of the IEP or 504 plan, only take the OA for the content areas for which the student received a below or not-proficient score. OAs are changes to the administration of the HSGQE, not to the content or the format. Administration changes include use of four function calculator, asking test proctor for clarification about test questions, allowing signer to interpret test questions for a deaf student, allowing use of a spell checker on word processor, allowing use of dictionary or thesaurus.
California	Waiver	Student with IEP or Section 504 plan who takes the California High School Exit Exam (CAHSEE) with a modification determined to fundamentally alter what the test measures and receives the equivalent of a passing score (350 or higher) may request waiver of the requirement to successfully pass that section of CAHSEE.
Florida	Florida's Comprehensive Assessment Test (FCAT) Waiver	Legislation provides for waiver of the Grade 10 FCAT for students with disabilities whose abilities cannot be accurately measured by the FCAT.
	Special Exemption	Exemption under extraordinary circumstances that would cause the test to reflect student's impaired sensory, manual, or speaking skills rather than the student's achievement. Note: Students who are granted an exemption must meet all other criteria for graduation with a standard diploma.
Georgia	No alternative route for students with disabilities only	
Indiana	Waiver	Student's case conference committee recommends that requirements be waived and demonstrates that student has attained the academic standard. Student must meet specific criteria, including retaking exam in subject areas which he or she did not pass, as often as required by IEP, completes remediation, maintains school attendance of 95%, maintains C average or equivalent, satisfies all other state and local graduation requirements. [Not verified by state]

Massachusetts	Alternate Assessment	**"**Competency portfolio" may be submitted in lieu of taking MCAS tests for students with disabilities who have been designated for alternate assessment by their IEP or 504 team.
Minnesota	(No Name)	Test may be modified or scores may be lowered.
Mississippi	No alternative route for students with disabilities only	
New Jersey	IEP Exemption	Students must take the High School Proficiency Assessment (HSPA) at least once in each content area before qualifying for exemption.
New Mexico	Graduation Pathways (Standard, Career Readiness, and Ability)	For students who do not achieve a passing score on the graduation exam, three pathways are available. For the standard pathway, the IEP team selects courses and electives based on the student's post-school goals, interests, and needs; the student must pass the exit exam. For the career readiness path, the students must take the exam, but the score that must be achieved is determined by the IEP team. The ability pathway is for students with significant cognitive or physical disabilities; these students must take the exit exam or the state alternate exam and meet IEP team determined criteria.
New York	Regents Competency Test	A safety net provision allows students with disabilities who fail the Regents Exam to take and pass the Regents Competency Test to earn a local diploma. This option is available until 2010. [Not verified by state]
North Carolina	Occupational course of study	IEP team determines the criteria.
Ohio	(No Name)	Students whose IEP excuses them from the consequence of having to pass the OGT may be awarded a diploma. [Not verified by state]
Oregon	No alternative route for students with disabilities only [Not verified by state]	
Texas	(No Name)	Student receiving special education services who successfully completes the requirements of his or her IEP shall receive a high school diploma.
Virginia	Virginia Substitute Evaluation Program (VSEP)	The VSEP consists of a student's Course Work Compilation (CWC), a selection of student work that demonstrates to the review panel that the student has demonstrated proficiency in the Standards of Learning for a specific course/content area. The student must have a current IEP or 504 plan, be enrolled in a course that has an SOL test or be pursuing a modified standard diploma, and the impact of the student's disability demonstrates that the student will not be able to access the SOL assessments even with standard or non-standard testing accommodations.

(Table 7. Nature of the alternative route for students with disabilities)

[a] Florida provides two alternative routes. See Table 7.
[b] Indiana provides two alternative routes. See Table 6.
[c] Students with significant disabilities whose IEP or 504 team designate them for participation in the alternate assessment also have the option of moving to the “all students” alternative route (the performance appeal), but only after attempting the alternate “competency portfolio” at least twice.

(Krentz, J., Thurlow, M., Shyyan, V., & Scott, D. (2005). *Alternative routes to the standard diploma* (Synthesis Report 54). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.)

List of Public Speakers on CAHSEE Alternatives

1. Peggy Barber, Government Affairs, LAUSD

2. Rebecca Serafin, Parent

3. Kevin Coburn and Curtis Washington - CTA

4. Lewis Brachter, Assistant Supt. Santa Ana USD

5. Jerry Okendo, League of United Latin American Citizens (LULAC)

6. Dr. Robert Barner, Assistant Supt. of Ed. Programs, LACOE

7. Martha Zaragoza-Diaz, Californians Together Coalition

8. Jeannie Cash, ACSA and Assistant Supt. of Placentia Yorba-Linda

9. Diane Singer, Parent

10. Sylvia DeRuvo, CARS Plus

11. Carlos Taboada, Teacher Richmond High School, West Contra Costa USD

12. Dale Mentink, Protection and Advocacy, Inc.

13. Vanina Sucharitkul and Chris Young, Morrison & Foerster, LLP

14. George Martinez, CA Federation of Teachers

15. Nancy Mackey, Parent of SE student (deaf) in Galt SD

16. Sandra Woodrow, Parent

17. Madai Robles, student in Class of 2006; English learner (ten years in the U.S.)

18. Teresa Robbinson, Director, Pathfinder High School

19. Janet Shirley, Parent

20. Patsy Werner, Grandparent, and Blake Werner, Parent

21. Amanda Gelender, student graduated with class of 2005

22. Kiran Savage-Sangman, student, class of 2006

23. Brian Lambert, ACLU of Northern CA
24. Manuel Nunez, Fresno USD School Board

25. Elyna Cespedes, Youth in Focus / ESPINO introduced two students from Sacramento High School

26. Darlene Anderson, Parent

JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: (916) 319-0800

CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

January 6, 2006

Dear State Board of Education President and Members and All Interested Parties:

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

California's high school exit exam is one of the cornerstones of California's accountability system. Before our state implemented standards-based accountability our schools had widely disparate standards for what children were learning and what constituted graduation requirements. Some schools pushed each and every student to succeed while others, wallowing in the status quo of low standards, handed out diplomas to any student who simply put in seat time. I was heartbroken by stories of high school graduates who could not read or write or understand basic computing. Too many of those students were poor, Latino or African American, or students with disabilities.

I, and other policy leaders, set out to fix that inequity. We set high academic standards for what every student should learn. We now hold every school in California accountable for improving student achievement and we shine a spotlight on and intervene at those schools that are not moving in the right direction. I wrote the law creating the California High School Exit Examination (CAHSEE) in 1999 because I wanted to ensure that no child could fall between the cracks and be sent into the world, diploma in hand, lacking the skills and knowledge necessary for meaningful work or college. I did so with the belief that it would challenge the system and raise expectations and results for all California's children. Six years later, it is clear, based on research and data, that the exam is working as intended and that it has focused our schools on teaching California's world-class academic standards. Students across the state are meeting higher expectations as a result of the exam.

Since its inception, the CAHSEE has been thoroughly reviewed and constantly updated. The California Department of Education (CDE) and the State Board of Education have received and studied yearly independent reports conducted by the Human Resources Research Organization (HumRRO). We have reviewed the literature on similar exams and have monitored other states' activities in this realm. We have conducted outreach and training on the CAHSEE and its content, have created study tools and guidance for districts, parents and students, and have sent a clear policy message about the importance of this exam as a graduation requirement.

Several months ago, HumRRO released its sixth annual independent evaluation of the CAHSEE. The report confirmed that the test is a valid and reliable indicator of student knowledge in mathematics and English-language arts and that the test brings needed consistency across all of our varied districts.

I strongly believed, and continue to believe, that the report's lead recommendation to keep the CAHSEE requirement in place for the class of 2006, and beyond, was an appropriate and important recommendation. HumRRO also recommended the consideration of alternatives and/or options for those students who may be unable to satisfy the CAHSEE requirement by June 2006.

As a result, I directed my staff to examine HumRRO's recommendations and stated that if I were convinced changes would be in the best interest of all California students, I would make those recommendations. Our process was guided, however, by the core principle that awarding a student a diploma without the knowledge and skills to back it up does that student a great disservice. For any alternative to be acceptable, it would have to guarantee the student's knowledge of the standards CAHSEE assesses. I want every student in California to get a high school diploma, but more importantly, I want every student in California to complete high school with the necessary skills to truly compete in today's information-driven global economy.

In the intervening months, my staff examined exit exam models throughout the country and considered a multitude of possible alternatives and options. We considered alternatives, defined as any additional way of showing a mastery of the standards other than by the exit exam. We also considered options, defined as any course available to students after they have satisfied their local graduation requirements but have been unable to pass the exit exam.

Regarding alternatives to passing the CAHSEE for purposes of receiving a diploma, the following points contain some of the ideas brought forward and also my concerns about implementation of these alternatives. (In addition, attached to this letter is a more comprehensive look at all the alternatives we considered.) When considering these alternatives, we used four principles to guide our discussion:

1. Is it in the best interest of California's students?
2. Does it meet an equivalent standard?
3. Will it ensure the California high school diploma is a meaningful document?
4. Is it practical to implement in California?

- ***Passage of an existing exam as an alternative (e.g., SAT, Advanced Placement (AP)).*** While this alternative eliminates the need to develop a new exam, I believe the use of other exams would be inappropriate because tests like AP and the SAT are not aligned to our state content standards and, therefore, we would not be able to directly equate the results.

- ***State-developed alternative test (e.g., performance test, state rubric).*** While this alternative would facilitate consistency across the state, addressing an important concern of mine, it would be very costly to develop. In addition, this alternative could not be implemented for the class of 2006 as any reasonable implementation would be two to three years out. Finally, even though it would be a state-developed alternative, it would still be difficult to guarantee equivalence given the need for local scoring.

- ***Collection of evidence (e.g., portfolio, senior project).*** While this alternative would allow multiple measures to determine mastery of CAHSEE-based standards, it would undercut the original intention of CAHSEE, which was standardizing the meaning of a high school diploma. This alternative would result in hundreds of different definitions of the skills required to earn a diploma, and could not guarantee a student's knowledge of the standards CAHSEE assesses.

- ***Locally-developed assessments.*** While this alternative would allow for more local control, it provides no guarantee of consistency across districts, nor any guarantee of quality or adherence to testing standards.

It should be noted that with respect to students with disabilities, the CDE had agreed to a settlement in the case of *Chapman, et al v. the California Department of Education, the State Superintendent of Public Instruction, and the State Board of Education*. The lawsuit sought to delay the consequences of the CAHSEE for students with disabilities. I agreed to this settlement because we know that our standards-based education reforms take time to implement, particularly for students with disabilities. This settlement would provide a path for certain students with disabilities in the class of 2006 to receive a diploma, while giving our schools more time to provide them with the skills necessary to pass the CAHSEE. I will continue to fight to make this settlement law and firmly believe it will be in place for the class of 2006.

After reviewing the research and considering options for non-special education students, I have concluded that there is no practical alternative available that would ensure all students awarded a high school diploma have mastered the subject areas tested by the CAHSEE. I am convinced that the only way to make sure all our graduates have the critical skills they need in adulthood is through requiring passage of the CAHSEE. To be clear, this does not mean, as some have said, that those students who have been unable to pass the exam will be denied a diploma indefinitely. It simply means that their basic education is not complete and they must continue on through our kindergarten through grade twelve (K-12) system, adult education, or community colleges to obtain the necessary skills to warrant receipt of a diploma.

We face a new economy driven by global innovation that will demand higher level skills and knowledge to meaningfully enter the work force. It is imperative that all of California's children reach at least the minimum bar set by our exit exam.

Therefore, our educational system must ensure all students who have satisfied local graduation requirements, but have been unable to pass the exit exam, is given the opportunity to continue their education in order to obtain the necessary skills they will need to succeed.

As a result, I am committed to breaking down any possible barriers in order to guarantee that every child who wants to continue his or her education will find a place to do so in California's educational system. (Attached is a comprehensive look at all the options available to students.)

I am working with members of the Legislature and will submit legislation shortly to help break down these barriers. We will do this by:

- Lifting enrollment caps and providing funding for adult education programs to allow students who have not passed the CAHSEE by end of their senior year to enroll in adult education programs.

- Ensuring access to summer school so that any student who completes four years of high school and has not passed the CAHSEE can take a summer course of CAHSEE remediation/intensive instruction. I will also seek to eliminate enrollment caps on summer and remedial programs for students in elementary and middle school grades so more students can enter high school better prepared to succeed academically.

- Providing sufficient funding to offer independent study to students who complete their senior year of high school without passing the CAHSEE and allowing these students to enroll the subsequent year in high school in order to take independent study courses designed to help them pass the CAHSEE and meet graduation requirements.

- Funding a special 2006 summer administration of the CAHSEE – estimated cost is $2.5 million.

- Assuring eligibility for Cal Grants to students who meet all other high school graduation requirements and GPA requirements, but have not passed the CAHSEE. We must not foreclose opportunities for these students to continue their education in post-secondary institutions.

This has been a particularly difficult decision and I understand the concern and disappointment of those who will not graduate with their classes this June. Yet I firmly believe that today's economy demands higher level skills and it is in the best interest of both our students and society to ensure we equip all our children with the knowledge and skills they will need before they enter the work force.

I urge district administrators to make good use of the $20 million ($600 per eligible student) authorized in the Budget Act for 2005-06 for the purpose of providing intensive instruction and services for eligible students in the class of 2006 who have failed either part of the CAHSEE. These funds should be used to diagnose student challenges in English and/or math and actively remediate them to help those seniors successfully meet the CAHSEE requirement.

We all must acknowledge that there are a significant number of high school seniors in the class of 2006 who are still striving to pass the CAHSEE. We also must acknowledge that at the end of this school year we will be in the difficult position of seeing some of those seniors not graduating with their peers.

But I want each of those students to hear one thing loud and clear: we believe in you and we will not leave you behind. We want you to be able to participate fully in the competitive global economy of the 21st century. You can only do that if you are equipped with the knowledge and skills that will help you succeed. I urge students who are still challenged by the CAHSEE to take advantage of remediation courses and make your senior year count so you can master the English-language arts and mathematics skills that are critical to your future. I promise if you take advantage of these opportunities and are still not able to master these skills by the end of the school year, we will not turn our backs on you. There will be a place for you in the California public school system until you are able to master those skills needed to compete in the demanding future that awaits you.

Sincerely,

JACK O’CONNELL

JO:rm
Attachments

California Department of Education
California High School Exit Examination (CAHSEE)
Options for Students not Passing the Exam

The following possibilities currently exist for a California student to continue to pursue a high school diploma or equivalent without having passed the California High School Exit Examination (CAHSEE) by the end of their regular senior year:

1. Provide instruction through the Remedial Supplemental Instruction Program.

   Students in grades seven through twelve, who do not demonstrate sufficient progress towards passing the CAHSEE, are eligible to receive intensive instruction and services designed to pass the CAHSEE. These services may be received during their high school years and during the year following their grade twelve year for those students who have failed to pass one or both parts of the CAHSEE (*Education Code* [*EC*] Section 37252[c] and [h]). Students may receive supplemental instruction services for at least one year following completion of grade twelve. Local educational agencies would receive the Remedial program's hourly rate of funding (about $3.68 per hour).

   In addition, *EC* Section 37254, provides funds, if appropriated, to be used to provide intensive instruction and services designed to help eligible pupils to pass the CAHSEE.

2. Enrollment for an additional year(s) in a public comprehensive high school or alternative education program until the CAHSEE is passed and a diploma is awarded, per local Governing Board policy.

   If a student does not have a high school diploma, he or she can at any age approach the kindergarten through grade twelve (K-12) district of residency to obtain an education leading to a high school diploma. The K-12 school district of residency has the option to place a student age eighteen or older in an appropriate program. This may include placement at a comprehensive high school if the student has been continuously enrolled in a K-12 school, or at an alternative education program within the school district. Districts may restrict this possibility due to enrollment pressure, facility availability or other factors.

   Students under the age of eighteen years are compelled to attend school pursuant to *EC* Section 48200, and the district of residency is required to serve the student in an appropriate program. A senior year student who is deficient in graduation requirement credits may also be reclassified as a junior to enable the student to attend the school for one or more additional years, thereby providing additional instructional time and attempts to pass the CAHSEE and be awarded a diploma.

3. Maintain continuous enrollment in a public school independent study program until the CAHSEE is passed and a diploma is awarded, per local Governing Board policy.

   Districts are allowed to provide instruction using the independent study method for students nineteen years and older, who have been continuously enrolled in a K-12 school since their eighteenth birthday. Pursuant to *EC* sections 46300.1 and 46300.4, apportionment may be claimed for students continuously enrolled and taking appropriate course work relevant to receiving a diploma.

   There is a cap of 10 percent on the number of continuation high school students at a site that can be served through independent study, with an exemption for students who are pregnant or are primary parents (*EC* Section 51745[b]).

4. Maintain continuous enrollment in a public charter school until the CAHSEE is passed and a diploma is awarded, through age twenty-two.

   Students must be continuously enrolled to attend public charter schools from age nineteen through twenty-two (*EC* Section 47612 and *California Code or Regulations, Title 5*, Section 11960). In addition, students (essentially without age limit) may attend a charter school if it provides instruction exclusively in partnership with any of the following: (1) the federal Workforce Investment Act of 1998; (2) federally affiliated Youth Build programs; (3) federal job corps training or instruction provided pursuant to a Memorandum Of Understanding with the federal provider; or (4) the California Conservation Corps or local conservation corps certified by the California Conservation Corps (*EC* Section 47612.1).

5. Enroll in a California adult school secondary education program to obtain a diploma by satisfying the district's graduation requirements and passing the CAHSEE.

   Any adult aged eighteen years or older may attend an adult school in California. Capacity to serve adults is limited by the school district's state established funding cap. The CAHSEE is required for graduation from all California Adult Schools operated by K-12 school districts.

6. Obtain a diploma from a community college that awards high school diplomas through their non-credit adult education programs that do not require passage of the CAHSEE.

   Some California Community Colleges run non-credit adult education programs and grant high school diplomas similar to the K-12 school system adult education programs. Students enrolled in Community College non-credit programs are not subject to the CAHSEE requirement. Each college makes a local determination regarding whether or not to offer non-credit programs, and some community

colleges currently require passage of the CAHSEE if they have a partnership with a K-12 or high school district.

7. Obtain a diploma through a county court or community school program.

   County Offices of Education operate County Court and Community Schools for adjudicated youth, wards of the court, and expelled youth (*EC* sections 1980 – 1986). A County Office of Education may decide to continue the enrollment of a student over eighteen years, as long as the student is classified in grades one through twelve. Continuing education may involve a court order and probation department concurrence. Passage of the CAHSEE is required to earn a diploma.

8. Pass the California High School Proficiency Exam (CHSPE), for students ages sixteen or over, to obtain a diploma equivalent.

   California *EC* Section 48412 allows students who take and pass the CHSPE to receive from the State Board of Education (SBE) a certificate of proficiency, which is the legal equivalent of a high school diploma. Information is available on the CDE Web site at *http://www.cde.ca.gov/ta/tg/sp/.*

9. Pass the General Educational Development (GED) test, a national program for adults ages eighteen and older, to obtain a diploma equivalent.

The GED is a national test for individuals over eighteen or who are within 60 days of their eighteenth birthday (regardless of school enrollment status). Individuals can take the GED to demonstrate knowledge equivalent to a high school diploma. Students age seventeen years and out of high school for a minimum of 60 days are also eligible to take the test. The test is offered on a fee basis at testing centers throughout the state. Information is available on the CDE Web site at *http://www.cde.ca.gov/ta/tg/gd/gedfaq.asp.*

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
No alternative – maintain status quo	– Keeps CAHSEE as positive force in California schools. – Maintains focus on accountability for students and system. – Guarantees consistency of graduation standard across state. – Implements intent of legislation.	– Some students may not graduate due to CAHSEE requirement.
Delay the consequences for one or more years for students with disabilities, but continue to test all students on the CAHSEE	– Allows more time for students with disabilities to receive standards-based instruction.	– Could have social repercussions in which a delay will be perceived as a step back from the important goal of maximal inclusion of students with disabilities in the education process or the belief that students with disabilities can achieve at high standards.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Passage of an existing exam as an alternative (e.g., AP, SAT or California Standards Test (CST))	– Eliminates need to develop a new exam. – Use of a CST as a CAHSEE proxy in future may reduce testing time.	– AP exams and SAT are not aligned to State content standards. – May not be able to validly and reliably equate CAHSEE. – CST scores could not be appropriately equated to CAHSEE scores in time for class of 2006. – May not be suited for students who cannot access a paper-and-pencil test.
State-developed alternative test (e.g., performance test)	– Facilitates consistency across the state.	– Cannot be implemented for the class of 2006 (implementation two to three years out). – Costly to develop (about $3 to $4 million). – Difficult to guarantee equivalence.
Compensatory Scoring Model: Require a combined score on the ELA and math portions of 700 or higher with a specified minimum pass on either part (e.g., 330)	– Allows students to compensate poor performance on one portion of the test with better performance on the other portion.	– Lowers the standards being used to assess student performance on one of the portions of the CAHSEE. – May not be consistent with legislative intent.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Collection of evidence (e.g., portfolio, senior project)	– Allows multiple measures to determine mastery of CAHSEE-based standards. – IEP teams could tailor the requirements to students' IEPs and other instructional, physical, and emotional circumstances. – Can be administered with more flexibly than an on-demand assessment (such as CAHSEE).	– Creates significant training needs for teachers, administrators, and students. Training would require additional funding. – Requires an elaborate system at state level to monitor implementation and ensure fairness and consistency across the state; additional staffing required. – Significant expense for implementation, scoring, and reporting. – Presents significant technical challenges to ensure comparability of implementation and scoring across the state and to ensure equal rigor to CAHSEE. – Unlikely to increase passing rates without increased system readiness in support of students with disabilities. – Disregards intent of CAHSEE legislation (standardization of assessment for all students in state).

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Focused retest: Abridged version of the full test containing only items designed to distinguish maximally between students who are borderline passers and those with an achievement level just below the proficiency standard.	– Students who fail the full-form administration do not have to take the entire test over again. – Better suited for students with limited attention spans or with physical disabilities that may make longer test periods uncomfortable or unfeasible. – Decreases the likelihood that students will face content beyond their achievement level.	– Including items with difficulty levels just below or above the proficiency standard precludes the customary practice of placing relatively easier items at the beginning of the assessment to build confidence as students move into the test. Without the easier items, some test takers may be discouraged from continuing to take the test; including them will necessarily lengthen the test. – Excluding “difficult” items may disadvantage some test takers who find these items relatively easier than the ones included on the focused retest due to differential instruction, interests, and abilities. Item difficulty is an “average” value determined across all test takers. – Not all standards can be assessed with the same breadth and depth of the full-form test. This may disadvantage some students who have deeper knowledge in particular content strands. – Entails significant expense for development, implementation, scoring, and reporting. – Although technically reliable, the public may not believe such a short test is a credible instrument for high-stakes pass/fail decisions. – Unlikely to increase passing rates without increased system readiness in support of students with disabilities. – Not suited for students for whom a paper-and-pencil test format presents a challenge.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Computer Adaptive Testing (CAT): Test administered via computer; only presents test taker with items that fit into their ability range, so test taker is presented with fewer items at any one time	– Many students with disabilities make extensive use of computers and software as part of their instructional program; CAT method match the assessment format to the primary means of instruction. – The shorter assessment is better suited for students with limited attention spans or with physical disabilities that may make longer test periods uncomfortable or unfeasible. – Adaptive method focus items at students' ability level, lessening the frustration of confronting "too-difficult" content. – CAT could be used by any student not just students with disabilities.	– Requires significant investment in software development or adaptation and hardware statewide. – There is great potential for equity problems given that some schools have access to large numbers of computers and others have very limited access. – Using an abbreviated method means that not all standards can be assessed with the same breadth and depth of the full-form test. This may disadvantage some students who have deeper knowledge in particular content strands. – Although technically reliable, the public may not believe such a short test is a credible instrument for high-stakes pass-fail decisions. – Entails significant expense for development, implementation, and standard setting. – Research is still underway to determine whether traditional paper and computer administrations result in comparable scores for all student populations, including students with disabilities. – Not likely to increase passing rates without increased system readiness in support of students with disabilities.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
CAHSEE "Mini-Tests" : Student takes targeted subsections of the actual CAHSEE throughout the school year, either immediately following instruction in a CAHSEE content cluster or on some other predetermined schedule; over the course of a year, the equivalent of an intact CAHSEE can be administered.	– The shorter assessment administration segments are better suited for students with limited attention spans or with physical disabilities that may make longer test periods uncomfortable or unfeasible. – This approach allows teachers to target appropriate instructional and test preparation approaches to specific test content. – The content of the "mini-tests" is identical to the full CAHSEE across the range of administrations.	– Entails increased security concerns due to lengthening of the testing window and broader access to test items. – Entails significant expense for development, implementation, and standard setting. – Targeted instruction followed by the immediate administration of a "mini-test" may raise questions of fairness and validity. – Rules are yet to be developed to determine when students may be tested or retested. – An extensive management system at the local and state level needs to be developed to track and report student progress. – Research is needed to determine if the sum of the "mini-tests" is comparable to a full CAHSEE administration; some research suggests that extended time does not significantly improve student performance on assessments. – Unlikely to increase passing rates without increased system readiness in support of students with disabilities. – Not suited for students for whom a paper-and-pencil test format presents a challenge.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
State-level Appeal Process with Prescribed Conditions (e.g., GPA and attendance requirements, specific course requirements, taking CAHSEE, taking advantage of CAHSEE remediation, etc.)	– Considers multiple factors besides a single test score. – Indicators may be linked more directly to the educational program of individual students. – Allows for other demonstrations of student proficiency. – Allows state to collect data on how many students do not meet state requirement.	– No guarantee of consistency of implementation across classrooms (e.g., grades), schools, or districts. – Several of the possible appeal indicators are locally implemented and subjective, with the potential for widely different performance standards. – Significant infrastructure at the local and state level is required to implement and monitor the process. – Entails significant expense for implementation and oversight. – The subjective nature of an appeals system could be viewed as a side- or back-door option designed solely to allow more students to pass. – Unlikely to increase passing rates without increased system readiness. – Disregards intent of CAHSEE legislation (standardization of knowledge for all students in state). – Degree of complexity may limit the number of students who could pursue a state-level appeal.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Coursework that reflects standards assessed on the CAHSEE in combination with specific score on CAHSEE	– Potential for use with class of 2006.	– No statewide curriculum; therefore, no consistency across districts and state. – Would have to determine what score on CAHSEE in combination with a sufficient grade in coursework would have the same rigor as passing the CAHSEE.
Locally developed assessment	– Local control.	– No guarantee of consistency across districts. – Disregards intent of CAHSEE legislation (standardization of knowledge for all students in state). – No guarantee of quality or adherence to testing standards. – State approval difficult to implement; additional staffing required.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Equivalent CAHSEE courses (e.g., summer school CAHSEE equivalent course.)	– Could be implemented for non-passers in the class of 2006. – The number of students receiving diplomas will likely increase. – Student motivation to remain in school may increase. – Multiple methods of demonstrating equivalent achievement are recognized. – Those closest to the student's work (e.g., teachers, IEP team) can evaluate the student's achievement level.	– No statewide curriculum. Therefore, no consistency across districts. – The differences among courses may dilute the meaning of and the public's confidence in the high school diploma. – Ensuring standard content and application of courses across the state is difficult. – Administration and monitoring of the system are difficult.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Alternative courses as core courses	– The number of students receiving diplomas will likely increase. – Alternative courses offer greater flexibility and are more appropriate for some students. – Those closest to the student's work (e.g., teachers, IEP team) can evaluate the student's achievement level. – General education and special education staff have opportunities for closer ties.	– Creates two sets of expectations, one for the general student population and one for some students with disabilities. – The differences among courses may dilute the meaning of and the public's confidence in the high school diploma. – Ensuring standard meaning and application of courses across the state is difficult. – Administration and monitoring of the system are difficult. – Alternative courses may reduce standardization for students across the state. – Determining the best set of courses for each student may be difficult. – Schools and districts will need to develop new courses and adapt existing ones.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Tiered diploma system (e.g., Tier 1 diploma for meeting all graduation requirements except the CAHSEE and Tier 2 diploma for meeting all graduation requirements including the CAHSEE)	– The number of students receiving diplomas will likely increase. – Multiple levels of achievement are recognized. – Such diplomas are perceived to be successful in several states. – Tiered diplomas may be effective in communicating specifically what the student has achieved. – Could be implemented for class of 2006.	– The differences among diplomas may dilute the meaning of and the public's confidence in the high school diploma. – May promote tracking of at-risk student groups, including students with disabilities, into lower-level courses and diploma tiers. – Postsecondary institutions and employers may not universally accept these diplomas. – The state would face an increased burden to inform the public about the different tiers of diplomas. – Students with disabilities may face reduced access to the general education curriculum because a diploma can be attained without a requirement to achieve at the CAHSEE proficiency standard. – Administration of the system is difficult.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Level diploma (diploma is based on the match between student's achievement levels and postsecondary goals)	– Real-world expectations and student goals are linked to the diploma. – Number of students receiving diplomas will likely increase. – Multiple levels of achievement are recognized.	– Ensuring standard meaning and application of diplomas across the state would be difficult. The burden on schools to inform the public about the different diploma levels increases. – Identifying and differentiating "real-world" academic expectations and determining whether students have met them may be difficult. – Tracking of at-risk student groups, including students with disabilities, into lower-level courses and diplomas may increase. – The migration of students whose goals change during high school into a different diploma track may be difficult to monitor. – The public may value different levels of diplomas differentially. – Students with disabilities may face reduced access to the general education curriculum because a diploma can be attained without a requirement to achieve at the CAHSEE proficiency standard.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Career-Technical Diploma	– Number of students receiving diplomas will likely increase. – Consistent with the goals of many students with disabilities. – Students and employers will benefit from students having an endorsement of implied expertise. – Can be incorporated into a tiered diploma option.	– Entails extensive study of the requirements for several industries and entry-level jobs to ensure proper preparation of students (academically and job-specific). – It is uncertain what value the business community would place on a career technical diploma. – May not easily accommodate the migration of students whose goals change during high school into a different diploma track. – May narrow the focus of students with disabilities primarily to nonacademic courses. – May entail prohibitive costs for developing sufficient courses to support it.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Special Education Diploma	– The number of students receiving diplomas will likely increase. – Student motivation to remain in school may increase. – The diploma can be tied directly to the expectations in each student's IEP. – Awarding the diploma recognizes multiple levels of achievement.	– The separate diploma may promote tracking of students with disabilities into lower-level courses and diploma tiers. – The separate diploma may place students with disabilities at a disadvantage with respect to access to postsecondary education and future employment. – Students with disabilities may have less access to the general education curriculum because a diploma can be obtained without a requirement to achieve at the CAHSEE level. – Administration of the system is difficult. – Ensuring standard meaning and application of diplomas across the state is difficult. – Differentiates students with disabilities from the general student population, which may be inconsistent with state and federal statutes and responsible public policy.

California Department of Education

California High School Exit Examination (CAHSEE)
Compendium of Considered Alternatives

Considered Alternative	Advantages	Disadvantages
Certificate of Completion	– The certificate can be tied directly to the expectations in each student's IEP. – This option is consistent with current state statutes, regulations, and practices.	– Not equivalent to a high school diploma. – Certificates of completion may promote tracking of students with disabilities into lower-level courses. – Not having a diploma places many students at a disadvantage with respect to access to postsecondary education/training and future employment. – This option differentiates students with disabilities from the general student population, which may be inconsistent with state and federal statutes and responsible public policy.

 # ITEM 4

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
California High School Exit Examination: Adopt Emergency Regulations related to Senate Bill 517, and Approve Commencement of the Rulemaking Process for Amendments to Title 5, Sections 1200-1225	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE): (1) approve and adopt the emergency regulations; (2) approve the Finding of Emergency; (3) approve the commencement of the regulatory process for the proposed regulations and direct staff to commence the rulemaking process; (4) approve the Initial Statement of Reasons and the Notice of Proposed Rulemaking; (5) direct CDE staff to conduct a public hearing on the proposed regulations and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2004, the SBE approved amendments to the Title 5 Regulations, including changing Section 1204.5 to include adult education testing dates. On September 15, 2005, the amended regulations were approved by the Office of Administrative Law (OAL). Since that time, it has become evident that adult education students need one additional opportunity per year to take the California High School Exit Examination (CAHSEE) because of their particular life circumstances (e.g., going into the military or working while attending adult school).

There have not been any prior discussions of regulations or the need for regulatory action to implement statutes that were enacted by way of urgency legislation on January 30, 2006.

SUMMARY OF KEY ISSUES

The proposed amendments to the Title 5 Regulations for the CAHSEE are in response to changes to the current law through urgency legislation as well as the need to increase the number of opportunities for adult education students to be able to take the CAHSEE from two to three times per year.

SUMMARY OF KEY ISSUES (Cont.)

Addition of One CAHSEE Test Opportunity for Adult Students

Currently, the Title 5 Regulations for the CAHSEE provide adult students with two opportunities per year to take the portion(s) of the CAHSEE not yet passed.
The California Department of Education has received feedback from the adult education community that many adult students are in circumstances (e.g., seeking employment, applying for the military) that present an urgent need to obtain a high school diploma. To assist adult students in meeting this need, CDE staff recommends that Section 1204.5 of the Title 5 regulations be modified to provide one additional opportunity per year for adult students to take the portion(s) of the CAHSEE not yet passed and that the prohibition from testing in successive administrations be eliminated for these students. Emergency regulations are proposed to provide school districts with sufficient time to plan or modify their CAHSEE administration schedules to incorporate an additional opportunity for adult students.

Senate Bill (SB) 517 Data Reporting Requirements

On January 30, 2006, Governor Schwarzenegger signed urgency legislation, SB 517, which provides a one-year exemption of the requirement to pass the CAHSEE for students with disabilities in the class of 2006 who satisfy certain requirements. This new law, which took effect immediately, also requires school districts to report to the SBE and the State Superintendent of Public Instruction (SSPI) information pertaining to students with disabilities.

In response to the urgency statute, the following subsection was added to the California *Education Code*:

> *60851(c)(2) A school district shall report to the state board, in a manner and by a date determined by the Superintendent, the number and characteristics of waivers reviewed, granted, and denied under this subdivision and any additional information determined to be in furtherance of this subdivision.*

Regulations are necessary to define with specificity what information is necessary to implement this provision. CDE staff recommends that Section 1207.1 **Data for Analysis of Local Waiver Process for Pupils with Disabilities** be added to the Title 5 regulations to address the collection of the necessary information. In addition, SB 517 amended the California *Education Code* to add a reporting requirement for the one-year exemption for eligible students with disabilities, as follows:

> *60852.3(c) Each school district and state special school as designated in sections 59000 and 59100 shall report to the Superintendent, in a manner and by a date determined by the Superintendent, all of the following information:*
>
> *(1) Documentation of the procedure used to implement this section.*
> *(2) The number of pupils granted diplomas pursuant to this section.*
> *(3) Any additional information determined to be in furtherance of this section.*

SUMMARY OF KEY ISSUES (Cont.)

Regulations are necessary to define with specificity what information is necessary to implement this provision. CDE staff recommends that Section 1207.2 **Data for Analysis of Pupils with Disabilities in the Class of 2006** be added to address the collection of data specified in statute for students with disabilities in the class of 2006 who were considered eligible for or were granted an exemption from passing the CAHSEE to receive a high school diploma. This provision is to be repealed by operation of law effective December 31, 2006.

FISCAL ANALYSIS (AS APPROPRIATE)

The Economic and Fiscal Impact Statement will be provided as a last minute memorandum.

ATTACHMENT(S)

The Finding of Emergency, the Proposed Emergency Regulations, the Initial Statement of Reasons, and the Notice of Proposed Rulemaking.

Attachment 1: Finding of Emergency (3 pages)
Attachment 2: Title 5. Education, Division 1. California Department of Education, Chapter 2. Pupils, Subchapter 6. California High School Exit Examination, Article 2. General to Article 5. Apportionment (4 pages)
Attachment 3: Initial Statement of Reasons (2 pages)
Attachment 4: Notice of Proposed Rulemaking (4 pages)

The Economic and Fiscal Impact Statement will be provided as a last minute memorandum.

FINDING OF EMERGENCY

The State Board of Education finds that an emergency exists, and that the foregoing regulations are necessary for the immediate preservation of the public peace, health, and safety or general welfare.

SPECIFIC FACTS SHOWING THE NEED FOR IMMEDIATE ACTION

Addition of One CAHSEE Test Opportunity for Adult Students: Currently, the Title 5 Regulations for the California High School Exit Examination (CAHSEE) provide adult students with two opportunities per year to take the portion(s) of the CAHSEE not yet passed. The California Department of Education has received feedback from the adult education community that many adult students are in circumstances (e.g., seeking employment, applying for the military) that present an urgent need to obtain a high school diploma. The proposed regulations will assist adult students in meeting this need by providing them with one additional opportunity per year to take the portion(s) of the CAHSEE not yet passed and eliminating the prohibition from testing in successive administrations, beginning in the 2006-07 school year (July 1, 2006-June 30, 2007). Emergency regulations are proposed to provide school districts with sufficient time to plan or modify their CAHSEE administration schedules to incorporate an additional opportunity for adult students.

Senate Bill 517 Data Reporting Requirements: On January 30, 2006, Governor Schwarzenegger signed urgency legislation Senate Bill (SB) 517, which provides a one-year exemption of the requirement to pass the CAHSEE for students with disabilities in the class of 2006 who satisfy certain requirements. This new law, which took effect immediately, also requires school districts to report to the State Board of Education and the State Superintendent of Public Instruction information pertaining to students with disabilities. The proposed regulations will implement the statutory data reporting requirements pursuant to Education Code sections 60851 and 60852.3.

Authority and Reference

Authority: Section 33031, Education Code

Reference: Sections 37252 and 60851, and 60852.3, Education Code

Informative Digest

Addition of One CAHSEE Test Opportunity for Adult Students: Currently, the Title 5 Regulations for the CAHSEE provide adult students with two opportunities per year to take the portion(s) of the CAHSEE not yet passed. The California Department of Education has received feedback from the adult education community that many adult students are in circumstances (e.g., seeking employment, applying for the military) that present an urgent need to obtain a high school diploma.

The proposed regulations will assist adult students in meeting this need by providing them with one additional opportunity per year to take the portion(s) of the CAHSEE not yet passed and eliminating the prohibition from testing in successive administrations, beginning in the 2006-07 school year (July 1, 2006-June 30, 2007). Emergency regulations are proposed to provide school districts with sufficient time to plan or modify their CAHSEE administration schedules to incorporate an additional opportunity for adult students.

1204.5. Grades 11 and 12 and Adult Student Testing Dates.

This regulation will permit eligible adult students to take the CAHSEE up to three times per school year.

Senate Bill 517 Data Reporting Requirements: Existing law provides a one-year exemption of the requirement to pass the CAHSEE for students with disabilities in the class of 2006 who satisfy certain requirements. This new law, which took effect immediately, also requires school districts to report to the State Board of Education and the State Superintendent of Public Instruction information pertaining to students with disabilities. The proposed regulations will implement the statutory data reporting requirements pursuant to Education Code sections 60851 and 60852.3.

1207.1. Data for Analysis of Local Waiver Process for Pupils with Disabilities.

This regulation will establish the data reporting requirements set forth in Education Code Section 60851(c)(2).

1207.2. Data for Analysis of One-Year Exemption for Pupils with Disabilities in the Class of 2006.

This regulation will establish the data reporting requirements set forth in Education Code Section 60852.3(c).

Mandate on Local Agencies or School Districts

Addition of One CAHSEE Test Opportunity for Adult Students: The statute allows for reimbursement to school districts for mandated costs associated with each test administration. School districts would receive an apportionment of $3.00 per adult student tested pursuant to Education Code Section 60851.

Senate Bill 517 Data Reporting Requirements: All costs are attributable to Education Code sections 60851(c)(2) and 60852.3(c). The regulations do not impose any cost beyond the statute.

Cost Estimate

Addition of One CAHSEE Test Opportunity for Adult Students: There would be additional variable costs associated with adult students having three opportunities to test per year. These costs would be for additional materials, scoring and reporting, as well as apportionments to cover the number of adult students tested. Additional costs are estimated at $50,000 to $100,000 based on 20,000 adult students.

Senate Bill 517 Data Reporting Requirements: There would be some mandated cost to the California Department of Education to collect and document the data set forth in the proposed regulations.

Title 5. EDUCATION

Division 1. California Department of Education

Article 2. High School Exit Examination Administration

§ 1204.5 Grades 11 and 12 and Adult ~~Education~~ Student Testing Dates.

(a) Eligible pupils in grade 11 ~~and eligible adult students~~ who have not yet passed one or both sections of the examination shall have up to two opportunities per year to take the section(s) of the examination not yet passed and may elect to take the examination during these opportunities.

(b) Eligible pupils in grade 12 shall have up to three opportunities to take the section(s) of the examination not yet passed. The district shall offer either three opportunities during grade 12 or two opportunities in grade 12 and one opportunity in the year following grade 12 to take the section(s) of the examination not yet passed. Eligible pupils in grade 12 may elect to take the examination during district-provided opportunities.

(c) Eligible adult students shall have up to three opportunities per year to take the section(s) of the examination not yet passed and may elect to take the examination during these opportunities.

~~(c)~~(d) Districts shall not test eligible pupils in grade 11 ~~and eligible adult students~~ in successive administrations within a school year. Eligible pupils in grades 11 and 12 and adult students should be offered appropriate remediation or supplemental instruction before being retested.

1207.1. Data for Analysis of Local Waiver Process for Pupils with Disabilities.

By July 31 of each year, each school district shall provide to the department the following information pursuant to Education Code section 60851:

(a) Provide the following information by grade and by school for those pupils and adult students who have taken one or both parts of the examination with one or more modifications and have received the equivalent of a passing score:

(1) The number of pupils or adult students who received the equivalent of a passing score on the mathematics portion of the examination only.

(2) The number of pupils or adult students who received the equivalent of a passing score on the English-language arts portion of the examination only.

(3) The number of pupils or adult students who received the equivalent of a passing score on both portions of the examination.

(b) Provide the following information by grade, by school, by primary disability, and by the percent of time in general education for each pupil and adult student who has taken one or both parts of the examination with one or more modifications and has received the equivalent of a passing score and for whom a waiver pursuant to Education Code section 60851(c) has been requested:

(1) The number of pupils or adult students for whom a waiver of the mathematics portion of the examination only has been requested.

(2) The number of pupils or adult students for whom a waiver of the English-language arts portion of the examination only has been requested.

(3) The number of pupils or adult students for whom a waiver of both portions of the examination has been requested.

(c) Provide the following information by grade, by school, by primary disability, and by the percent of time in general education for each pupil and adult student who has taken one or both parts of the examination with one or more modifications and has received the equivalent of a passing score and for whom a waiver pursuant to Education Code section 60851(c) has been granted:

(1) The number of pupils or adult students for whom a waiver of the mathematics portion of the examination only has been granted.

(2) The number of pupils or adult students for whom a waiver of the English-language arts portion of the examination only has been granted.

(3) The number of pupils or adult students for whom a waiver of both portions of the examination has been granted.

(d) Provide the following information by grade, by school, by primary disability, and by the percent of time in general education for each pupil and adult student who has taken one or both parts of the examination with one or more modifications and has received the equivalent of a passing score and for whom a waiver pursuant to Education Code section 60851(c) has been denied:

(1) The number of pupils or adult students for whom a waiver of the mathematics portion of the examination only has been denied.

(2) The number of pupils or adult students for whom a waiver of the English-language arts portion of the examination only has been denied.

(3) The number of pupils or adult students for whom a waiver of both portions of the examination has been denied.

(e) The number on pupils that graduated during the prior school year as a result of having been granted a waiver on one or both portions of the examination.

NOTE: Authority cited: Section 33031. Reference: Section 60851, Education Code.

§ 1207.2. Data for Analysis of Pupils with Disabilities in the Class of 2006.

(a) By July 1, 2006, each school district and state special school shall provide the following information to the department for each pupil in the class of 2006 who has an IEP or Section 504 plan dated on or before July 1, 2005, that indicates that the pupil is scheduled to graduate in 2006, but who has not yet passed both sections of the examination:

(1) Primary disability code.

(2) Percent of time spent in general education.

(3) Anticipated graduation date as specified in the IEP or Section 504 plan.

(4) Whether the student satisfied all other state and local graduation requirements.

(5) The month and year of each attempt to pass the CAHSEE with the accommodations and modifications specified in the IEP or Section 504 plan.

(6) Type of remedial or supplemental instruction program completed.

(7) The month and year of each attempt to pass the CAHSEE after completing a remedial or supplemental instruction program.

(8) The date on which the pupil, or the parent or legal guardian if the student is a minor, acknowledged in writing that the pupil is entitled to receive free appropriate public education up to and including the academic year in which the pupil reaches 22 years of age, or until the pupil receives a high school diploma, whichever occurs first.

(9) Whether the student received a waiver from the requirement to pass the examination pursuant to Education Code section 60851(c).

(10) Whether the student satisfied the criteria set forth in Education Code section 60852.3(a).

(11) Whether the student received a diploma pursuant to Education Code section 60852.3(a).

NOTE: Authority cited: Section 33031. Reference: Section 60852.3, Education Code.

2-21-06

Initial Statement of Reasons
California High School Exit Examination

SPECIFIC PURPOSE OF THE REGULATION

The Title 5 Regulations for the California High School Exit Examination (CAHSEE) serve to guide districts and schools in the administration of the examination and the reporting of student demographic data to the State.

NECESSITY/RATIONALE

Currently, the Title 5 Regulations for the CAHSEE provide adult students with two opportunities per year to take the portion(s) of the CAHSEE not yet passed. The California Department of Education has received feedback from the adult education community that many adult students are in circumstances (e.g., seeking employment, applying for the military) that present an urgent need to obtain a high school diploma. The proposed regulations will assist adult students in meeting this need by providing them with one additional opportunity per year to take the portion(s) of the CAHSEE not yet passed and eliminating the prohibition from testing in successive administrations, beginning in the 2006-07 school year (July 1, 2006-June 30, 2007). Emergency regulations are proposed to provide school districts with sufficient time to plan or modify their CAHSEE administration schedules to incorporate an additional opportunity for adult students.

On January 30, 2006, Governor Schwarzenegger signed urgency legislation Senate Bill (SB) 517, which provides a one-year exemption of the requirement to pass the CAHSEE for students with disabilities in the class of 2006 who satisfy certain requirements. This new law, which took effect immediately, also requires school districts to report to the State Board of Education (State Board) and the State Superintendent of Public Instruction information pertaining to students with disabilities. The proposed regulations will implement the statutory data reporting requirements pursuant to Education Code sections 60851 and 60852.3.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDY, REPORTS, OR DOCUMENTS

The proposed regulations require school districts to report data elements pertaining to the local waiver process and the one-year exemption of the requirement to pass the CAHSEE for certain students with disabilities in the class of 2006.

REASONABLE ALTERNATIVES TO THE REGULATION AND THE AGENCY'S REASONS FOR REJECTING THOSE ALTERNATIVES

No other alternatives were presented to or considered by the State Board.

REASONABLE ALTERNATIVES TO THE PROPOSED REGULATORY ACTION THAT WOULD LESSEN ANY ADVERSE IMPACT ON SMALL BUSINESS

The State Board has not identified any alternatives that would lessen any adverse impact on small business.

EVIDENCE SUPPORTING FINDING OF NO SIGNIFICANT ADVERSE ECONOMIC IMPACT ON ANY BUSINESS

The proposed regulations would not have a significant adverse economic impact on any business because the regulations only relate to local school districts and not to business practices.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Room 5111
Sacramento, CA 95814

NOTICE OF PROPOSED RULEMAKING
AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS
REGARDING CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)

[Notice published March 17, 2006]

NOTICE IS HEREBY GIVEN that the State Board of Education (State Board) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education staff, on behalf of the State Board, will hold a public hearing beginning at **1:00 p.m. on May 3, 2006**, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at (916) 319-0155 or by e-mail to regulations@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on May 3, 2006**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the State Board may adopt the proposed regulations substantially as described in this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Section 33031, Education Code.

Reference: Sections 37252, 60851 and 60852.3, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Currently, the Title 5 Regulations for the CAHSEE provide adult students with two opportunities per year to take the portion(s) of the CAHSEE not yet passed. The California Department of Education has received feedback from the adult education community that many adult students are in circumstances (e.g., seeking employment, applying for the military) that present an urgent need to obtain a high school diploma. The proposed regulations will assist adult students in meeting this need by providing them with one additional opportunity per year to take the portion(s) of the CAHSEE not yet passed and eliminating the prohibition from testing in successive administrations, beginning in the 2006-07 school year (July 1, 2006-June 30, 2007). Emergency regulations are proposed to provide school districts with sufficient time to plan or modify their CAHSEE administration schedules to incorporate an additional opportunity for adult students.

Existing law provides a one-year exemption of the requirement to pass the CAHSEE for students with disabilities in the class of 2006 who satisfy certain requirements. This new law, which took effect immediately, also requires school districts to report to the State Board of Education and the State Superintendent of Public Instruction information pertaining to students with disabilities. The proposed regulations will implement the statutory data reporting requirements pursuant to Education Code sections 60851 and 60852.3.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The State Board has made the following initial determinations:

Mandate on local agencies or school districts: TBD

Cost or savings to state agencies: TBD

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: TBD

Other non-discretionary cost or savings imposed on local educational agencies: TBD

Cost or savings in federal funding to the state: TBD

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: TBD

Cost impacts on a representative private person or businesses: The State Board is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations will not 1) create or eliminate jobs within California; 2) create new businesses or eliminate existing businesses within California; or 3) affect the expansion of businesses currently doing business within California.

Effect on housing costs: TBD

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because they relate only to county offices of education and not to small business practices.

CONSIDERATION OF ALTERNATIVES

The State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective and less burdensome to affected private persons than the proposed action.

The State Board invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Jessica Valdez, Education Programs Consultant
High School Exit Exam Office
California Department of Education
1430 N Street, Room 5408
Sacramento, CA 95814
Telephone: (916) 319-0354

Inquiries concerning the regulations process may be directed to the Regulations Coordinator or Connie Diaz, Regulations Analyst, at (916) 319-0860.

INITIAL STATEMENT OF REASONS AND INFORMATION

The State Board has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the proposal is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the Department of Education's web site at http://www.cde.ca.gov/re/lr/rr.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Jessica Valdez, High School Exit Exam Office, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 319-0354; fax, (916) 319-0969. It is recommended that assistance be requested at least two weeks prior to the hearing.

ITEM # 5

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: The Approval of Performance Standards (Levels) for the Grade Eight California Standards Test in Science and the Grade Ten California Standards Test in Life Science	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed performance standards (levels) for the Grade Eight California Standards Test (CST) in Science and the Grade Ten California Standards Test (CST) in Life Science and direct staff to conduct regional public hearings on the proposed performance standards (levels).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The No Child Left Behind (NCLB) Act of 2001 requires that, not later than the 2007-08 school year, each state administers three standards-based science tests every year, one within each of the following grade spans: three through five, six through nine, and ten through twelve. These tests measure the science concepts and skills that students should know and be able to do at the grades assessed. California developed a science test for grade five in 2002 (field-tested in 2003 and administered in 2004).

- The State Board of Education (SBE), at its July 2003 meeting, approved an amendment to the Standardized Testing and Reporting (STAR) contract with Educational Testing Service (ETS) to develop the remaining science tests required by NCLB.

- In January 2004, the SBE approved testing science at the proposed grades (eight and ten) and the accompanying CST blueprints.

- The SBE adopted performance standards (levels) for the grade five science CST in March 2004.

- Prior to this, the SBE adopted science performance standards (levels) for the CSTs in biology, chemistry, earth science, and physics in November 2001 and for integrated science one, two, three, and four in January 2003.

SUMMARY OF KEY ISSUES

California *Education Code* Section 60605 requires the SBE to adopt statewide performance standards (levels) in core curriculum areas of reading, writing, mathematics, history/social science, and science and to conduct regional public hearings prior to the adoption of the performance standards (levels).

In February 2006, a performance standards (levels) setting panel, comprised of Assessment Review Panel (ARP) members, community members, and grades eight and ten teachers, was convened. The panel used the Bookmark Method to set the cut scores and determine the five performance levels (far below basic, below basic, basic, proficient, and advanced) for the grades eight and ten science CSTs. The Bookmark Method also was used in February 2004, to set performance standards (levels) for the grade five science CST and in August 2001, to set performance standards (levels) for the mathematics, end-of-course science, and history-social science CSTs, as well as for the California High School Exit Examination (CAHSEE), and the California English Language Development Test (CELDT).

California *Education Code* Section 60641 requires that individual results of each pupil tested in the STAR Program be reported to the pupil's school and teacher and be reported in writing to the pupil's parents or guardian. After the 2006 administration and scoring of the grades eight and ten science CSTs, the performance standards (levels) will be reported to schools, teachers, parents, and students.

FISCAL ANALYSIS (AS APPROPRIATE)

The costs for these activities are included in the approved 2006 STAR contract budget.

ATTACHMENT(S)

The proposed performance standards (levels) for the grades eight and grade ten science CSTs will be provided in a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: March 2006

TO: **MEMBERS, STATE BOARD OF EDUCATION**

FROM: Bill Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 5

SUBJECT: Standardized Testing and Reporting Program: The Approval of Performance Standards (Levels) for the Grade Eight California Standards Test in Science and the Grade Ten California Standards Test in Life Science

The State Superintendent of Public Instruction (SSPI) recommends that the State Board of Education (SBE) approve performance standards (levels) for the grades eight and ten California Standards Tests (CSTs) in science.

California *Education Code* Section 60605 requires the SBE to adopt statewide performance standards (levels) in core curriculum areas of reading, writing, mathematics, history/social science, and science and to conduct regional public hearings prior to the adoption of the performance standards (levels).

In February 2006, Educational Testing Service (ETS) conducted a performance standard (level) setting for the grades eight and ten CSTs in science. The standard setting process is used to determine the depth and breadth of the content standards a student must have to demonstrate competency at each performance level.

The standard setting panel, comprised of Standardized Testing and Reporting (STAR) Program Science Assessment Review Panel (ARP) members, grade eight and ten science teachers, and community members, represented California's various regions and diversity, including English learners and students with disabilities.

Results from the 2005 census science field tests, administered at grades eight and ten, were the basis for the standard (level) setting.

The Bookmark Method was used to set cut scores and determine the performance standards (levels) for the grades eight and ten CSTs in science. The Bookmark Method also was used in February 2004, to set performance standards (levels) for the grade five science CST and in August 2001 to set performance standards (levels) for the mathematics, end-of-course science, and history-social science CSTs, as well as for the California High School Exit Examination and the California English Language Development Test.

The Bookmark Method is a three-round standard (level) setting process that requires panelists to independently examine test items and place bookmarks at the points at which they consider students to have demonstrated sufficient knowledge and skills to be minimally competent at each performance level. For both tests, the cut score for below basic was statistically set before the standard setting ensuring that the lowest cut score not be set at chance. Standard setting panelists set judgmental cut scores for basic, proficient, and advanced.

The SSPI's recommendations, based on analyses conducted by the California Department of Education (CDE) and ETS, differ from the standard setting panel's recommendations. Considering that every test has error of measurement and every standard setting has what could be termed "error of judgment,"[1] the SSPI recommends for grade eight that the cut scores for Basic and Advanced be decreased by one Standard Error of Measurement (SEM). For grade ten, the SSPI recommends that the cut score for Basic be decreased by two SEMs. One SEM is equal to approximately three score points. These adjustments would ensure a reasonable distribution of students at each performance level, similar to the performance levels adopted for the other CSTs.

Attachment 1: State Superintendent of Public Instruction's (SSPI) Recommendation for the Proposed Performance Standards (Levels), California Standards Tests in Science, Grades Eight and Ten (1 Page)

Attachment 2: Predicted Subgroup Student Impact Data for the Proposed Performance Standards (Levels), California Standards Tests in Science, Grades Eight and Ten, Based on the State Superintendent of Public Instruction's (SSPI) Recommendations (1 Page)

Attachment 3: Standard Setting Panel's Recommendations for the Proposed Performance Standards (Levels), California Standards Tests in Science, Grades Eight and Ten (1 Page)

Attachment 4: Predicted Subgroup Student Impact Data for the Proposed Performance Standards (Levels), California Standards Tests in Science, Grades Eight and Ten, Based on the Standard Setting Panel's Recommendations (1 Page)

Attachment 5: Performance Standards (Levels) Comparisons for Grade 5 Science, End-of-Course Science (Biology), and the Proposed Grades Eight and Ten Science CSTs, CDE and Panel Recommendations (1 Page)

[1] "Error" in this context refers to random fluctuations that cannot be completely controlled regardless of the quality of the test or the quality of the standard-setting process. Such error can be reduced through good measurement and standard setting techniques, but it can never be reduced to zero.

State Superintendent of Public Instruction's (SSPI) Recommendations

for the Proposed Performance Standards (Levels)
California Standards Tests in Science, Grades Eight and Ten

Grade Eight

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Number Items Correct	<18	18	25	33	41
Percentage of Items Correct	<30	30	42	55	68
Percentage of Students at Level	7	24	36	25	8

Grade Ten

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Number of Items Correct	<18	18	25	37	47
Percentage of Items Correct	<30	30	42	62	78
Percentage of Students at Level	10	19	42	22	7

Predicted Subgroup Student Impact Data for the Proposed Performance Standards (Levels) California Standards Tests in Science, Grades Eight and Ten

Based on the State Superintendent of Public Instruction's (SSPI) Recommendations

	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
	Grade 8	**Grade 10**	**Grade 8**	**Grade 10**	**Grade 8**	**Grade 10**	**Grade 8**	**Grade 10**	**Grade 8**	**Grade 10**
Number of Items Correct	<18	<18	18	18	25	25	33	37	41	47
Percentages of students in subgroups										
All Students	7	10	24	19	36	42	25	22	8	7
Male	7	10	24	19	35	40	25	23	9	8
Female	6	9	25	19	38	45	24	22	7	5
African American	9	15	32	28	38	44	18	12	3	2
Asian	3	5	14	12	31	37	33	32	19	14
Hispanic	9	14	31	26	39	45	18	13	3	2
White	4	6	16	12	35	40	32	32	13	10
Economically Disadvantaged	9	14	31	25	38	45	19	14	3	2
English Learners	12	20	39	34	36	40	11	5	2	1
Students with Disabilities	15	24	40	34	32	34	11	6	2	2

Standard Setting Panel's Recommendations

for the Proposed Performance Standards (Levels)
California Standards Tests in Science, Grades Eight and Ten

Grade Eight

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Number Items Correct	<18	18	28	33	44
Percentage of Items Correct	<30	30	47	55	73
Percentage of Students Scoring at Level	7	37	24	28	4

Grade Ten

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Number of Items Correct	<18	18	31	37	47
Percentage of Items Correct	<30	30	52	62	78
Percentage of Students at Level	10	43	18	22	7

Predicted Subgroup Student Impact Data for the Proposed Performance Standards (Levels) California Standards Tests in Science, Grades Eight and Ten

Based on the Standard Setting Panel's Recommendations

	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
	Grade 8	**Grade 10**	**Grade 8**	**Grade 10**	**Grade 8**	**Grade 10**	**Grade 8**	**Grade 10**	**Grade 8**	**Grade 10**
Number of Items Correct	<18	<18	18	18	28	31	33	37	44	47
Percentages of students in subgroups										
All Students	7	10	37	43	24	18	28	22	4	7
Male	7	10	35	42	24	17	29	23	5	8
Female	6	9	38	44	25	19	25	23	3	5
African American	9	15	46	54	25	17	19	12	1	2
Asian	3	5	23	30	22	19	40	32	12	14
Hispanic	9	14	45	54	24	17	20	13	2	2
White	4	6	26	32	25	20	38	32	7	10
Economically Disadvantaged	9	14	45	54	24	16	20	14	2	2
English Learners	12	20	54	63	21	11	12	5	1	1
Students with Disabilities	16	24	53	59	18	9	12	6	1	2

Performance Standards (Levels) Comparisons for Grade 5 Science, End-of-Course Science (Biology)*, and the Proposed Grades Eight and Ten Science CSTs
CDE and Panel Recommendations

	Grade 5 Science*		End-of-Course Biology*		Proposed Grade Eight				Proposed Grade Ten			
	2005 Results		2005 Results		SSPI's Recommendations		Panel's Recommendations		SSPI's Recommendations		Panel's Recommendations	
	Number Correct	Percentage of Students	Number Correct	Percentage of Students	Number Correct	Percentage of Students	Number Correct	Percentage of Students	Number Correct	Percentage of Students	Number Correct	Percentage of Students
Far Below Basic	<17	11	<16	9	<18	7	<18	7	<18	10	<18	10
Below Basic	17	23	16	18	18	24	18	37	18	19	18	43
Basic	24	38	22	41	25	36	28	24	25	42	31	18
Proficient	36	23	36	23	33	25	33	28	37	22	37	22
Advanced	48	5	47	9	41	8	44	4	47	7	47	7

*Based on 2005 Results

ITEM #6

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Including but not limited to Program Update	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2001, writing tests were added to the grade four and seven California English-Language Arts Standards Tests (ELA CSTs). In October 2004, the California Department of Education (CDE), the SBE, and Educational Testing Service (ETS) convened a statewide Writing Test Task Force to review the current status of the writing tests. The task force consisted of Assessment Review Panel (ARP) members, teachers (kindergarten through grade twelve), administrators, test measurement specialists, university professors, and other educators.

Task force recommendations included modifying the writing test format, clarifying the directions to students, and reviewing the scoring rubric. The full text of the task force recommendations is available in Item 4 of the SBE January 2005, Meeting Agenda. The agenda can be accessed at CDE's Web site at *http://www.cde.ca.gov/be/ag/ag/yr05/agenda0105.asp*.

SUMMARY OF KEY ISSUES

Grade Four and Seven Writing Tests

ETS pilot tested several of the writing tasks with the modified format and directions recommended by the Writing Test Task Force to determine which were most helpful to students. Based on these results, changes were incorporated into field test booklets and the 40 prompts were field tested. The ELA ARP reviewed the grade four and grade seven scoring rubrics and made slight adjustments as a result of the field-test scoring.

New teacher guides that include sample spring 2005 student papers with teacher commentary, as well as "Questions and Answers About the California Writing Standards

Tests in Grades Four and Seven" (Q and A) are available on the Web site at *www.cde.ca.gov/ta/tg/sr/resources.asp*. The guides also include a sample of the modified test booklet and the revised rubrics. A copy of the Q and A is attached.

SUMMARY OF KEY ISSUES (Cont.)

Standardized Testing and Reporting (STAR) Program Orders

District STAR coordinators submitted orders for CST, California Alternate Performance Assessment (CAPA), and *Aprenda, La prueba de logros en español*, Tercera edición (Aprenda 3) testing materials for the spring 2006 administration during November and December. ETS has verified and finalized CST and CAPA orders for all districts and charter schools. Districts and charter schools may contact the ETS STAR Technical Assistance Center up to the week before testing to place supplemental orders that may be needed to accommodate changes in enrollment. Harcourt Assessment is still verifying and finalizing Aprenda 3 orders for all districts and charter schools, as well as contacting districts and charter schools that did not submit orders.

The STAR Management System Pre-ID Component for the CSTs and CAPA was opened on December 15, for districts to upload student pre-ID files for the spring test administration. ETS made a number of enhancements to this year's system including giving districts the option of updating their student files from spring 2005 to pre-ID spring 2006 student answer documents, modifying the edits that are applied to pre-ID files so that districts receive more information about corrections that are needed to produce a clean file than was available during previous years, and allowing districts to submit a pre-ID file for the grade four and seven writing tests that include only the information needed to match the students' writing results with their multiple-choice scores. ETS again worked with California School Information Services (CSIS) staff so that districts have the option of submitting pre-ID files to CSIS and receiving edit reports that can be used to correct files before they are submitted to ETS to generate student answer documents. Since districts pay for data corrections after testing is completed, using the CSIS edit system helps to ensure that the cleanest possible data are available to report test results and calculate Academic Performance Index and Adequate Yearly Progress, as well as saves districts the costs associated with correcting data after testing is completed.

ETS and Harcourt Assessment, Inc. held spring 2006 pre-test workshops throughout the state during January and February. ETS also worked with the San Diego County Office of Education (SDCOE) to produce Web casts of the CST and CAPA workshops and Harcourt Assessment, Inc. arranged with SDCOE to do the same for Aprenda 3.

Standard setting for the Grade Eight California Science Standards Test and the Grade Ten California Life Science Standards Test was held during February. Information about this process and the recommended cut scores for each performance level is included in a separate SBE item.

Standards-Based Tests in Spanish (STS)

During the past year, the STS Mathematics ARP met three times and the Reading/Language Arts ARP met four times to prepare field-test questions for grades two, three, and four. The field-test will occur in fall 2006 and, minimally, grade two will be operational in 2007, and, dependent on field test results, possibly grades three and four as well. Following the ARP review, reading/language arts and mathematics items will go to the Statewide Pupil Assessment Review (SPAR) Panel for review.

California *Education Code* Section 60640 (f)(3)(F) requires a January 2006, report to the California Legislature on the progress of the development of the STS. A copy of the report has been provided as well to the Executive Director of the State Board of Education.

SUMMARY OF KEY ISSUES (Cont.)

California Alternate Performance Assessment (CAPA)

The CAPA English-language arts, mathematics, and science ARPs have been meeting to draft revised blueprints for the assessments. The panels drafted English-language arts and mathematics blueprints for grades two through seven and science blueprints for grades five and eight during December. The panels met to continue work on English-language arts and mathematics for grades eight through eleven and science for grade ten the first week of February. The CDE expects to present revised CAPA blueprints to the SBE for review and approval in spring 2006.

California Modified Assessment (CMA)

The CMA ARPs for English-language arts, mathematics, and science met during November 2005, and began drafting English-language arts and mathematics blueprints for grades two through seven and science blueprints for grades five and eight. The panels are meeting during March to continue work on English-language arts and mathematics for grades eight through eleven and science for grade ten. The CDE expects to present English-language arts and mathematics blueprints for at least grades two through five and science for grades five and eight to the SBE for review and approval in spring 2006.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs associated with the activities in this update are included in the current contracts with Harcourt Assessment for the Aprenda 3 and ETS for the CSTs, STS, CAPA, and CMA.

ATTACHMENT(S)

Attachment 1: Questions and Answers About the California Writing Standards Tests in Grades Four and Seven (13 Pages). This attachment is available via the World Wide Web at *www.cde.ca.gov/ta/tg/sr/resources.asp*.

Questions and Answers About the California Writing Standards Tests in Grades Four and Seven

In 2001, the California Writing Standards Tests (CSTs in writing) were added to the Standardized Testing and Reporting (STAR) Program in grades four and seven as part of the California English-Language Arts Standards Tests (CSTs in English-language arts). In 2001, the California Department of Education (CDE), the State Board of Education (SBE), and Educational Testing Service (ETS) convened a statewide Writing Test Task Force in Sacramento to review the current status of the CSTs in writing and recommend possible changes. The task force consisted of teachers (kindergarten through grade twelve), administrators, test measurement specialists, university professors, and other educators.

ETS, the testing contractor for the STAR Program, was scheduled to field test new writing prompts in 2005 for the first time in three years. Convening the task force provided an opportunity for representatives from the field and other specialists to recommend possible changes to the writing test that could be incorporated into the field tests. The following are answers to common questions about the outcomes of the task force and subsequent field testing.

Why was the Writing Test Task Force convened?
The task force was convened because the majority of students who took the CSTs in writing during the first five years of its administration received scores of 2, 3, or 4 out of a possible 8 on the writing test. A large number of students who scored proficient or advanced on the overall grade four and grade seven CSTs in English-language arts were among those who received these scores. These results gave rise to two main issues:

First, when writing test scores are confined to such a narrow range, they do not discriminate effectively among student writing abilities. Consequently, these scores contribute relatively little useful information to the results of the grade four and grade seven CSTs in English-language arts. Second, the CDE had received numerous inquiries from parents, teachers, and school and school district administrators about why many of their students who had achieved proficient and advanced on the grade four and grade seven CSTs in English-language arts received scores of 4 or below on the writing tests.

The Writing Test Task Force was convened to review the CSTs in writing and recommend possible changes.

What did the Writing Test Task Force recommend?
The task force made a number of recommendations, including field testing new writing prompts, modifying the scoring process, reviewing the scoring guide, modifying writing test format, and clarifying the directions to students. The full text of the task force recommendations is available in Item #4 of the SBE January 2005 Meeting Agenda. The agenda can be accessed on the CDE Web site at *http://www.cde.ca.gov/be/ag/ag/yr05/agenda0105.asp*.

How were the new writing prompts developed?
The process for developing the new writing prompts was as follows:

- The prompts initially were written by item writers at item writing workshops and by ETS content experts.

- Proposed prompts were reviewed by ETS content-area experts, CDE content-area experts, and the English-Language Arts Assessment Review Panel. Reviewers approved 20 prompts for field testing in

grade four and 20 prompts for field testing in grade seven.

- ETS pilot tested a number of prompts to determine which of the modifications in format and directions recommended by the Writing Test Task Force were most helpful to students.

- The new writing prompts with modified formats and directions were field tested with thousands of California students.

- Following reviews of field test results by CDE, ETS, and the English-Language Arts Assessment Review Panel, two grade-four and two grade-seven prompts were selected for the spring 2006 administration.

Will all the writing genres that were eligible for testing in previous years continue to be eligible in 2006 and beyond?
Yes. All the writing genres eligible for testing in grades four and seven in previous years will continue to be eligible.

When will the new prompts and formats be available for operational use?
The new prompts will be available beginning with the spring 2006 administration.

How will the writing tasks administered in 2006 be different from those administered in previous years?
Since the writing genres eligible for testing will be the same as in previous years, the new writing tasks will be very similar to those administered previously. The following are the most notable changes:

- A planning page has been added to allow students to plan their responses.

- Students will have fewer pages on which to write their responses to summary writing tasks. This change was implemented to indicate that summaries are not expected to be as long as the passages they summarize.

- The directions to students have been refined to make them clearer.

Will writing on the planning page be scored?
Writing on the planning page will not be scored. Students are free to use this page or not use it as they wish.

What if students spend so much time planning their essays that they do not finish their scored responses?
The directions on the planning page tell students to spend no more than 15 minutes planning their responses. In addition, after students have had 15 minutes for planning, the test administrator will announce that students should finish any work on the planning page and begin their essays.

If students write their essays on the planning page of the test booklet, will their essays be scored?
No. A brief introduction to the planning page states that writing on that page will not be scored. As in previous years, the directions in the test booklet state that only writing on the lined pages of the test booklet will be scored.

Will the process for scoring the writing test be the same as in past years?
No. In the past, the two readers who read each student response gave the response an identical score approximately 75 percent of the time. The responses received either identical or adjacent scores from the two readers over 99 percent of the time. Ninety-nine percent identical or adjacent scores constitutes such high percentage of interrater agreement that it essentially amounts to a score produced by a single scorer. CDE recommended that to expedite scoring and reduce scoring costs,

each student response be read by only one scorer (with ten percent read by a second reader) without sacrificing scoring reliability. The SBE approved this recommendation at the January 12, 2005, meeting.

Beginning in 2006, one reader rather than two will read each student response and assign a score ranging from one to four. Ten percent of the responses will be read by a second reader to ensure that the scores are accurate and reliable. The score from the second reader will not count toward the student's writing test score. The score the student receives from the one reader will be doubled to produce the student's overall score on the writing test.

If one reader's score will be doubled, will students receive only scores of 2, 4, 6, or 8 on the writing test?

That is correct. In previous years, if the two readers' scores were identical or only one point apart, the two scores were added together to produce the student's writing test score. In 2006, only one reader will read each student response and will give it a score of 1, 2, 3, or 4. This score will be doubled to produce the student's overall score of 2, 4, 6, or 8.

Will the writing tests receive a performance-level result in 2006?

No. As in past years, a student's score on the writing test will be added to the student's multiple-choice score on the grade four or grade seven CST in English-language arts. This combined score then will be placed on a scale, and the scale score will be assigned a performance level for the CST in English-language arts.

Do California teachers score the writing tests?

The readers are college graduates who possess at least a bachelor's degree. Whenever possible, educators are hired as readers. California teachers select the sample student responses used to train the readers.

Is the CDE considering changing the scoring rubrics?

The English-Language Arts Assessment Review Panel reviewed the scoring rubrics and made slight adjustments to ensure that they were making accurate distinctions among score points. These rubrics will be used to score the 2006 CSTs in writing. The scoring rubrics are shown on pages 10 through 13.

Where can I find additional information on the writing test scoring process?

Additional information is available on the CDE Web site at *http://www.cde.ca.gov/ta/tg/sr/scoringprocess.asp*.

Where can I find additional information on the writing test to inform instruction?

Several teacher guides to the CSTs in writing are available on the CDE Web site at *http://www.cde.ca.gov/ta/tg/sr/resources.asp*. These guides contain background information on the writing test, the writing prompts administered in the previous operational administration, the scoring rubric used to score the tests, student responses that illustrate student writing at each score point, and teacher commentaries explaining why the student responses received the scores they did.

Note: The first five pages of sample writing test booklets for grades four and seven are attached to these Qs and As to illustrate how the test format and directions will appear in the 2006 writing test booklets. The narrative genre is used for illustrative purposes only. The planning page and directions for the other genres are essentially the same as for narrative, except for minor modifications in the directions that may be necessitated by differences in genre. The prompts shown in the samples were previously released.

Sample Grade Four Narrative Writing Task*

Grade 4

California Writing Standards Test

Writing Prompt and Response Booklet

Narrative
Writing Task

Directions:
- In this writing test, you will respond to the writing task on the following pages.
- You will have time to plan your response and write a first draft with edits.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your response.

Scoring:
Your writing will be scored on how well you
- include a beginning, a middle, and an end;
- use details; and
- use correct grammar, spelling, punctuation, and capitalization.

* This sample is intended only to illustrate the changes made to the test format and directions to students for the 2006 administration. It is **not** intended to suggest that the writing genre or prompt shown here has been selected for the 2006 CST in writing.

Sample Grade Four Narrative Writing Task

DO NOT WRITE ON THIS PAGE.

This page is blank on purpose.

Read the following writing task. You must write a narrative about this topic.

Writing a Narrative

Imagine that you are asked to keep an elephant for a week. Write a story about your unusual experiences with your elephant.*

When you write about this experience, remember

- to include a beginning, a middle, and an end;
- to use details to describe the experience; and
- to use correct grammar, spelling, punctuation, and capitalization.

* Please note that this prompt was administered in grade four in 2002 and subsequently released.

GO ON ▶

Sample Grade Four Narrative Writing Task

Planning Your Narrative

You may use this page to help you plan your narrative before you begin writing. Your work on this page will NOT be scored.

You should not spend more than 10 to 15 minutes planning your narrative.

Writing a Narrative

Imagine that you are asked to keep an elephant for a week. Write a story about your unusual experiences with your elephant.

When you write about this experience, remember

- to include a beginning, a middle, and an end;
- to use details to describe the experience; and
- to use correct grammar, spelling, punctuation, and capitalization.

Your work on the lined pages that follow WILL be scored.

USE ONLY A NO. 2 PENCIL TO WRITE YOUR NARRATIVE.

Sample Grade Seven Fictional Narrative Writing Task*

Grade 7

California Writing Standards Test

Writing Prompt and Response Booklet

Fictional Narrative Writing Task

Directions:

- In this writing test, you will respond to the writing task on the following pages.
- You will have time to plan your response and write a first draft with edits.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your response.

Scoring:

Your writing will be scored on how well you

- develop a plot with a beginning, a middle, and an end;
- develop a setting and character(s);
- use appropriate strategies: for example, dialogue, suspense, narrative action; and
- use correct grammar, spelling, punctuation, and capitalization.

* This sample is intended only to illustrate the changes made to the test format and directions to students for the 2006 administration. It is **not** intended to suggest that the writing genre or prompt shown here has been selected for the 2006 CST in writing.

Sample Grade Seven Fictional Narrative Writing Task

DO NOT WRITE ON THIS PAGE.

This page is blank on purpose.

Read the following writing task. You must write a narrative about this topic.

Writing a Fictional Narrative

Imagine that in the year 2005 the world's technologies suddenly stop working. Write a narrative about a day in the life of a person if this occurred.*

When you write about this experience, remember

- to develop a plot with a beginning, a middle, and an end;
- to develop a setting and character(s);
- to use appropriate strategies: for example, dialogue, suspense, narrative action; and
- to use correct grammar, spelling, punctuation, and capitalization.

Planning Your Narrative

The following page may be used to help you plan your essay before you begin writing. Your work for the planning activity will NOT be scored.

You should not spend more than 10 to 15 minutes planning your narrative.

* Please note that this prompt previously appeared in the *May 2002 Teacher Guide for the California Writing Standards Tests at Grades 4 and 7*.

Sample Grade Seven Fictional Narrative Writing Task

You may use this page to plan what you want to write.
Remember: This prewriting activity will NOT be scored.

GO ON ▶

Writing a Fictional Narrative

Imagine that in the year 2005 the world's technologies suddenly stop working. Write a narrative about a day in the life of a person if this occurred.

When you write about this experience, remember

- to develop a plot with a beginning, a middle, and an end;
- to develop a setting and character(s);
- to use appropriate strategies: for example, dialogue, suspense, narrative action; and
- to use correct grammar, spelling, punctuation, and capitalization.

Your work on the lined pages that follow WILL be scored.

USE ONLY A NO. 2 PENCIL TO WRITE YOUR NARRATIVE.

GO ON ▶

2006 Grade Four Scoring Rubric

4

The writing—

- *Clearly* addresses all of the writing task.
- Demonstrates a *clear* understanding of purpose.
- Maintains a *consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- Includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- Includes sentence *variety*.
- Contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.

Narrative writing—

- Provides a thoroughly developed sequence of significant events to relate ideas, observations, and/or memories.
- Includes vivid descriptive language and sensory details that enable the reader to imagine the events or experiences.

Summary writing—

- Summarizes text with clear identification of the main idea(s) and the most significant details, in student's own words.

Response to literature writing—

- Demonstrates a *clear* understanding of the literary work.
- Provides *effective* support for judgments through *specific* references to text and/or prior knowledge.

3

The writing—

- Addresses most of the writing task.
- Demonstrates a general understanding of purpose.
- Maintains a mostly consistent point of view, focus, and organizational structure, including paragraphing when appropriate.
- Presents a central idea with mostly relevant facts, details, and/or explanations.
- Includes some sentence variety.
- Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) These errors do not interfere with the reader's understanding of the writing.

Narrative writing—

- Provides an adequately developed sequence of significant events to relate ideas, observations, and/or memories.
- Includes some descriptive language and sensory details that enable the reader to imagine the events or experiences.

Summary writing—

- Summarizes text with the main idea(s) and important details, generally in the student's own words.

Response to literature writing—

- Demonstrates an understanding of the literary work.
- Provides some support for judgments through references to text and/or prior knowledge.

2

The writing—

- Addresses *some* of the writing task.
- Demonstrates *little* understanding of purpose.
- Maintains an *inconsistent* point of view, focus, and/or organizational structure; may lack appropriate paragraphing.
- *Suggests* a central idea with *limited* facts, details, and/or explanations.
- Includes *little* sentence variety.
- Contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.

Narrative writing—

- Provides a minimally developed sequence of events to relate ideas, observations, and/or memories.
- Includes limited descriptive language and sensory details that enable the reader to imagine the events or experiences.

Summary writing—

- Summarizes text with some of the main idea(s) and details, minimal use of the student's own words.

Response to literature writing—

- Demonstrates a *limited* understanding of the literary work.
- Provides *weak* support for judgments.

1

The writing—

- Addresses *only one part* of the writing task.
- Demonstrates *no* understanding of purpose.
- *Lacks* a clear point of view, focus, and/or organizational structure; may contain inappropriate paragraphing.
- *Lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- Includes *no* sentence variety.
- Contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Narrative writing—

- Lacks a sequence of events to relate ideas, observations, and/or memories.
- Lacks descriptive language and sensory details that enable the reader to imagine the events or experiences.

Summary writing—

- Summarizes text with few, if any, main idea(s) and/or details, little or no use of the student's own words.

Response to literature writing—

- Demonstrates little or no understanding of the literary work.
- *Fails* to provide support for judgments.

2006 Grade Seven Scoring Rubric

4

The writing—

- *Clearly* addresses all of the writing task.
- Demonstrates a *clear* understanding of purpose and audience.
- Maintains a *consistent* point of view, focus, and organizational structure, including the *effective* use of transitions.
- Includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- Includes sentence *variety*.
- Contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- Provides a thoroughly developed plot line, including major and minor characters and a definite setting.
- Includes appropriate strategies (e.g., dialogue; suspense; narrative action.)

Response to literature writing—

- Develops interpretations that demonstrate a *thoughtful*, comprehensive grasp of the text.
- Organizes *accurate and coherent* interpretations around *clear* ideas, premises, or images from the literary work.
- Provides *specific* textual examples and details to support the interpretations.

Persuasive writing—

- Authoritatively defends a clear position with precise and relevant evidence and convincingly addresses the reader's concerns, biases, and expectations.

Summary writing—

- Summarizes text with clear identification of the main idea(s) and most significant details, in student's own words, and clearly reflects underlying meaning.

3

The writing—

- Addresses most of the writing task.
- Demonstrates a *general* understanding of purpose and audience.
- Maintains a *mostly consistent* point of view, focus, and organizational structure, including the use of isolated and/or single word transitions.
- Presents a central idea with *mostly relevant* facts, details, and/or explanations.
- Includes some sentence *variety*.
- Contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- Provides an adequately developed plot line, including major and minor characters and a definite setting.
- Includes appropriate strategies (e.g., dialogue; suspense; narrative action.)

Response to literature writing—

- Develops interpretations that demonstrate a comprehensive grasp of the text.
- Organizes accurate and *reasonably* coherent interpretations around *clear* ideas, premises, or images from the literary work.
- Provides textual examples and details to support the interpretations.

Persuasive writing—

- Generally defends a position with relevant evidence and addresses the reader's concerns, biases, and/or expectations.

Summary writing—

- Summarizes text with the main idea(s) and important details, mostly in the student's own words, and generally reflects underlying meaning.

2

The writing—

- Addresses *some* of the writing task.
- Demonstrates *little* understanding of purpose and audience.
- Maintains an *inconsistent* point of view, focus, and/or organizational structure, which may include *ineffective or awkward* transitions that do not unify important ideas.
- *Suggests* a central idea with *limited* facts, details, and/or explanations.
- Includes *little* sentence variety.
- Contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- Provides a minimally developed plot line, including characters and a setting.
- Attempts to use strategies but with minimal effectiveness (e.g., dialogue; suspense; narrative action.)

Response to literature writing—

- Develops interpretations that demonstrate a *limited* grasp of the text.
- Includes interpretations that *lack* accuracy or coherence as related to ideas, premises, or images from the literary work.
- Provides *few, if any*, textual examples and details to support the interpretations.

Persuasive writing—

- Defends a position with little, if any, evidence and may address the reader's concerns, biases, and expectations.

Summary writing—

- Summarizes text with some of the main idea(s) and details, which may be superficial, minimal use of the student's own words, and minimal reflection of underlying meaning.

1

The writing—

- Addresses *only one part* of the writing task.
- Demonstrates *no* understanding of purpose and audience.
- *Lacks* a point of view, focus, organizational structure, and transitions that unify important ideas.
- *Lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- Includes *no* sentence variety.
- Contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- Lacks a developed plot line.
- Fails to use strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- Demonstrates *little* grasp of the text.
- *Lacks* an interpretation or *may* be a simple retelling of the passage.
- *Lacks* textual examples and details.

Persuasive writing—

- Fails to defend a position with any evidence and fails to address the reader's concerns, biases, and expectations.

Summary writing—

- Summarizes text with few, if any, of the main ideas and/or details, little or no use of the student's own words, little or no reflection of underlying meaning.

ITEM #7

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Approval of Contract and Scope of Work	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the Standardized Testing and Reporting (STAR) Program Contract and Scope of Work.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE authorized the release of the Request for Submission (RFS) for the STAR Program at its July 2005 meeting. The RFS specified issuance of a four-year contract (January 2006 through December 2009) contingent on the annual budget process for administering the STAR Program for the 2006-07, 2007-08, and 2008-09 school years.

The contract included five of the six STAR Program tests; three continuing and two new ones. The continuing tests included in this RFS are: the California Standards Tests (CSTs) for grades two through eleven; the California Alternate Performance Assessment (CAPA) for students with significant cognitive disabilities in grades two through eleven; and a national norm-referenced test (NRT) for grades three and seven. The two new tests are the Standards-based Test in Spanish (STS) for grades two through eleven and the California Modified Assessment (CMA). (The Aprenda 3 is part of the STAR Program but is supported through a separate contract.)

The State Superintendent, after considering CDE's review and report of all submissions, recommended that the SBE designate Educational Testing Service (ETS) with the California Achievement Test, Sixth Edition (CAT/6) as the nationally-normed test for the next three years and reject all other submissions.

At its November meeting, the SBE moved to designate the submission of ETS with the California Achievement Test, Sixth Edition (CAT/6) as the nationally-normed test for the next three years and reject all other submissions.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION . . . (Cont.)

The SBE's first motion included the following:

> "This designation is expressly conditioned on ETS meeting each of the stated conditions that follow. If these conditions are not satisfied by the January 2006 State Board meeting, the State Board gives notice that it is expressly reserving its right to rescind this designation and select another submission at the January meeting. The conditions to be met are as follows:
>
> 1. A draft contract and scope of work to which the parties will have reached substantial agreement shall be presented at the January 2006 State Board meeting. The contract shall be executed shortly thereafter with the approval of the State Board President or her designee and the State Superintendent of Public Instruction or his designee.
>
> 2. In no event shall the contract price exceed the amount that is estimated to be included in the annual Budget Act, based on the cost of the current Statewide STAR Program, and it is the intent of the State Board that the cost be less than that amount.
>
> 3. The contract scope of work must provide a specific commitment that in addition to the current executive director of the STAR Program, ETS will include a senior decision-making person in Sacramento to serve as a designated liaison to the State Board for purposes of facilitating timely policy discussions.
>
> Further, the State Board reserves the right to extend the ETS designation for three additional years through December 31, 2011, subject to an evaluation of the overall quality of the STAR Program."

The SBE's second motion included the following:

> "Move that the State Board accept the recommendations of ETS with respect to Cluster Scores, Expedited return of results and Exemplars with the caveat noted in Ms. Belisle's memorandum that ETS include the Assessment Review Panels in the development of exemplars.
>
> As to methods to assist schools and districts analyze grade-level and course results, ETS is to work with Department and Board staff and Board consultants to develop a proposal to be included in the scope of work at the January 2006, State Board meeting."

SUMMARY OF KEY ISSUES

State law requires that the STAR contract be approved by the SBE, CDE, and the Department of Finance. Representatives each have been meeting regularly with the

SUMMARY OF KEY ISSUES (cont.)

ETS since the November SBE meeting to negotiate the final contract and scope of work. Items included in the negotiation include the following:

1. A senior decision-making person in Sacramento to serve as a designated liaison to the SBE for purposes of facilitating timely policy discussions.
2. Longitudinally comparable test scores.
3. Further discussion on helping schools and districts analyze grade level and course results.
4. Further discussion of the California State University Early Assessment Program.
5. Further discussion on the suggestion for a pilot for computer based testing.
6. Discussion on shortening the test window.
7. Addition of writing prompt development.
8. Increased time for both item development and Assessment Review Panel meetings to review items.
9. Further discussion on a communication strategy for released test questions.
10. Addition of recommendations regarding Grade 3 ELA testing.
11. Provision of web-based data in extensible markup language (XML) format. XML is a file format that offers flexibility when transferring data.
12. Discussion of incorporating current parent and teacher reports.
13. Implications of the CDE's additional contract language on Web site requirements.

FISCAL ANALYSIS (AS APPROPRIATE)

Funding of $12 million for the first year of the transition period of the contract is included in the 2005-06 budget.

ATTACHMENT(S)

The draft contract, scope of work, and budget will be provided as a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: March 2, 2006

TO: **MEMBERS, STATE BOARD OF EDUCATION**

FROM: Bill Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 7

SUBJECT: Standardized Testing and Reporting Program: Approval of Contract and Scope of Work

At its November 2005 meeting, the State Board of Education (SBE) moved to designate the submission of Educational Testing Service (ETS) as the STAR contractor for the next three years and reject all other submissions. Since that time, staff from the California Department of Education (CDE), ETS, SBE, as well as SBE test liaisons, and Department of Finance (DOF) have been negotiating the final scope of work and contract. The motion by SBE stated in part that "a draft contract and scope of work to which the parties will have reached substantial agreement shall be presented at the January 2006 SBE meeting." This item was postponed until the March meeting. The contract and scope of work are attached.

Attachment 1: 2007 Standardized Testing and Reporting Program Administration Scope of Work (156 Pages).

Attachment 2: STAR 2007 Test Administration - Schedule of Project Deliverables and Activities (25 Pages).

Attachment 3: Budget Proposal By Fiscal Years Submission for the STAR ProgramAdministration Budget (2007-2009) (7 Pages).

Attachment 4: Exhibit C – Educational Testing Services (ETS) – Contract Number: Scope of Agreement (21 Pages)

I. Scope of Agreement

This Agreement consists of the Scope of Work and its attachments (Exhibit A), ETS' Budget (Budget) and its attachments (Exhibit B), the terms set forth herein (Exhibit C), Chapter 5 (commencing with Section 60600 of Part 33, of the Education Code, and the regulations promulgated by the State Board of Education to implement the STAR program set forth in subchapter 3.75 (commencing with Section 8050) of Title 5 of the California Code of Regulations and their amendments, if any, which are incorporated herein by this reference. The Agreement shall be interpreted to include all the terms set forth herein, provisions of the Scope of Work, the Budget and their attachments as though fully set out herein.

II. Period of Performance

A. The term of this Agreement shall be from January 1, 2006, to and including, December 31, 2009.

B. Any work done by ETS prior to approval and execution of the Contract by all parties shall be considered as work done at ETS' risk and as a volunteer unless said Contract is so approved and executed.

III. Cost, Payment, and Liquidated Damages

A. Cost Reimbursement Contract: The consideration to be paid to ETS shall be in compensation for ETS' actual costs incurred in the performance of this Agreement. Should legislation subsequent to execution of this Agreement make a task or activity set forth in this Agreement unnecessary, ETS will not be reimbursed for costs incurred after the relevant legislation becomes operative for the affected task or activity.

1. Per Pupil Costs: ETS will be reimbursed at the per pupil rate specified in its Budget for each actual test taker. If the number of actual test takers exceeds the number of anticipated test takers (updated annually as set forth herein at Section IIIB2) identified in Section 8 of the Budget for any test administration cycle, ETS will be responsible for all costs associated with the increased number of test takers (including, but not limited to, production, packaging, distribution, scoring, analysis, and reporting) and will receive no additional compensation. ETS will only be reimbursed for actual pupils tested up to the anticipated number of test takers. Actual pupils tested is the total number of student answer documents processed by ETS for each test administration as set forth in the final file (second posting or P2) anticipated to be no later than August 1 of each administration year.

2. Fixed Costs: In consideration of the performance all other work specifically agreed to in this Agreement in a satisfactory manner ETS will be reimbursed in an amount not to exceed the fixed costs specified in Section 8 of the Budget.

B. Invoices/Progress Reports and Payments: Progress payments shall be made in arrears, on a monthly basis, upon receipt of ETS' monthly itemized invoice and a hard-copy monthly progress report of activities performed during the invoice period with original signature(s). The monthly progress report must meet the requirements set forth in Section 3.1B of the Scope of Work. Each invoice must clearly set forth by task, the fixed and per pupil costs by month, by fiscal year and by administrative test cycle. The tasks identified in the invoice must match the tasks set forth in ETS' Budget.

To obtain payment, ETS shall submit the itemized invoice in duplicate to:

Janet Chladek, Administrator
STAR Office, Standards and Assessment Division
California Department of Education
1430 N Street, Room 5408
Sacramento, CA 95814

Payments shall be mailed to the address noted on an active Payee Data Record, STD. 204, submitted to CDE by ETS. A completed Payee Data Record, STD. 204, is required for payments to all non-governmental entities. To update the address, the STD. 204 may be requested from CDE.

1. Invoicing Per-Pupil Costs: The parties acknowledge that ETS will incur per-pupil costs before the actual number of pupils tested (as set forth in Section III A 1 above) is known. Before the actual number of pupils tested is known ETS may invoice based upon the number of anticipated test takers (updated annually as set forth herein at Section IIIB2) identified in Section 8 of the Budget. ETS' pending and/or future invoices will be reduced by the appropriate amount as determined by the attached reconciliation matrix (Attachment 1 to Exhibit C.). This reconciliation matrix subtracts the estimated number of pupils to be tested from the actual number tested and multiplies that sum by the appropriate per pupil cost for each component of STAR where the actual number tested is less than the estimated number to be tested.

2. Revised Estimate of Anticipated Test Takers: CDE will provide ETS annually with a revised estimated number of students to be tested for each of the remaining years of the Contract. These revised estimates shall reflect the best available information to CDE at the time the revised estimates are provided. These revised estimates shall then be used for the purpose of reconciling payment as set forth in Attachment 1 to Exhibit C.

C. Travel Costs: Travel costs shall be reimbursed at rates not to exceed those established for CDE's non-represented employees, computed in accordance with, and allowable pursuant to, applicable Department of Personnel Administration regulations.

D. Excessive Materials Orders: ETS may bill LEAs for excessive orders as set forth in Title 5, California Code of Regulations, Division 1, Chapter 2, Subchapter 3.75, Section 864.4(d) not to exceed the rates set forth in Attachment 2 to Exhibit C. ETS must maintain detailed records of the number of tests ordered for each LEA.

E. Ten Percent Withholding: CDE shall withhold from the payment for each component task an amount equal to ten percent of the payment. The ten percent shall be withheld pending final completion of each component task by ETS.

F. Liquidated Damages: ETS is required to pay ten percent of the total cost of the Contract for any component task that ETS through its own fault or that of its subcontractors fails to substantially perform by the date specified in the Agreement.

G. Determination of Successful Completion of Each Component Task: The following establishes the process and criteria by which the successful completion of each component task shall be recommended by the CDE and approved by the SBE.

1. Process:

(a) CDE Recommendation: On or before the SBE's November Board Meeting, or the next meeting thereafter if a November meeting is not held, for the term of this Agreement, CDE will recommend to SBE whether to release the ten percent withheld for all tasks for the prior fiscal year. The recommendation will be in consideration of the criteria set forth below.

(b) SBE Determination: During the term of this Agreement, based on the criteria set forth below, SBE will initially determine at its November Board Meeting, or the next meeting thereafter if a November meeting is not held, whether ETS has successfully completed each component task for the prior fiscal year. If SBE determines ETS has not successfully completed each component task for the prior fiscal year, it shall, within ten days of its determination, notify ETS and CDE in writing of which component tasks the SBE has determined that ETS has failed to substantially perform, including a description of the failure. ETS shall have ten days from receipt of the notice to respond in writing, and the response shall be promptly delivered to the Contract Monitor.

At the following SBE meeting, CDE and ETS will have an opportunity to discuss the issues before SBE. SBE will, at the same meeting, make its final determination, based on the criteria set forth below, as to whether ETS has successfully completed each component task for the prior fiscal year and releases the withholding for those component tasks.

(c) Release: Once SBE has determined that ETS has successfully completed a component task, the ten percent withheld from invoices for the component task for the prior fiscal year may be released by CDE. ETS must submit an invoice to CDE for the withheld amounts for each component task which SBE authorized release. ETS must identify the prior invoice from which the money was withheld and the applicable component task in its invoice for the released withholding. CDE will make reasonable efforts to pay ETS within 30 days of receipt of the invoice.

2. Criteria: The criteria by which CDE will recommend and the SBE will determine successful completion of each component task for payment of the final ten percent is set forth in Attachment 3 to Exhibit C.

IV. Ownership, Public Records, Copyrights, Rights/Licenses, CDE Seal, Sale of Items

A. Ownership:

1. Submission: Upon receipt by CDE all material submitted in response to the Request for Submissions became the property of CDE with the exception of the norm-referenced test.

2. Materials: All materials developed under the terms of this Agreement will become the property of CDE, including but not limited to all items and the content of all items developed under the terms of this Agreement, or any predecessor Agreement with ETS. ETS acknowledges that the rights to any report, computer program, documentation for programs, exams, exam items, or other material developed or modified by ETS or its subcontractors in connection with this Agreement shall belong to CDE.

3. Item bank:

a. ETS Ownership: ETS shall retain all right, title and interest in the ETS item banking system existing as of the first date of Agreement between ETS and CDE for the state assessment programs, including but not limited to any software (including source, executable, and object code), manuals, documentation items, data know-how, other materials or information, and any intellectual property rights currently existing or subsequently arising in such item banking system (collectively referred to as the “ETS Item Banking System”).

b. License of ETS Item Banking System: ETS grants to CDE a perpetual, non-transferable, non-exclusive license to use and modify the ETS Item Banking System solely as part of the state assessment programs and solely for the benefit of the State of California and the state assessment programs participants. This license may be sublicensed by CDE (i) only in the event ETS is no longer a current vendor of CDE with respect to the Item Bank under this Agreement; or (ii) only for purposes of permitting such a sublicensee to use and/or modify the ETS Item Banking System on behalf of CDE and as part of the state assessment programs. No other sublicenses of the ETS Item Banking System may be granted. To the extent the ETS Item Banking System includes source code for any software, the license to such source code shall be subject to the further restrictions that:

(1) CDE may not resell, rent, lease, sublicense or distribute the Source Code of the ETS Item Banking System in any way that would compete with ETS, except as set forth above.
(2) CDE shall maintain the confidentiality of, protect and keep secure all Source Code provided by ETS.
(3) CDE shall not resell, rent, lease or distribute products created from the Source Code in any way that would compete with ETS, except as set forth above.
(4) All copyright, ownership and any other notices may not be removed from the Source Code.

c. CDE Ownership: CDE shall own all right, title and interest in any and all improvements or modifications to the ETS Item Banking System that have been newly developed pursuant to this agreement, or any predecessor agreement, and at CDE's expense, subject to a non-exclusive, perpetual, fully paid-up, sublicenseable, worldwide license to such improvements or modifications that is hereby reserved to ETS. CDE acknowledges and agrees that ETS shall have the right to make improvements or modifications to the ETS Item Banking System independent of this agreement and, in the event such modifications or improvements are not paid for by CDE, ETS shall own all right, title, and interest in and to such modifications or improvements.

B. Public Records: Upon receipt by CDE, all materials submitted in response to the Request for Submission, with the exception of the norm-referenced test, will be made available in their entirety for public inspection and reproduction. ETS agrees to defend, indemnify and hold harmless the State in any action in which disclosure of the norm-referenced test is requested.

C. Copyright: CDE reserves the exclusive right to copyright all materials developed at CDE's expense under the terms of this Agreement. CDE further reserves the right to publish, disseminate, and otherwise use materials developed under the terms of this Agreement. Copyright for CDE must be noted on all materials produced for the purposes of this Contract, including, but not limited to, test forms, sample test materials, and presentation materials.

D. Rights/Licenses: ETS warrants that it has secured, or shall have secured, any and all necessary rights, clearances, and/or licenses with respect to all materials and elements embodied in or used in connection with the

performance of this Contract, and that all included material shall neither violate nor infringe upon the copyright, service mark, trademark, privacy, creative, or other rights of any person, firm, corporation, or other third party. ETS must provide CDE with documentation indicating a third party's permission for CDE's use, for a period of eight years, of the third party's materials, such as a reading passage excerpted from a book or short story or artwork.

E. CDE Seal: All materials produced by ETS pursuant to the terms of this Agreement will carry the CDE seal. No ETS trademarks or logo may be used on the materials produced under this Contract.

F. Sale of Items: ETS may not sell any item or materials related to the terms of this Agreement except as set forth in this Agreement. CDE reserves the right to review any materials ETS intends to sell during the duration of this Contract to ensure that those items are outside the terms of this Agreement.

V. Contract Monitor

CDE assigns Janet Chladek (916/319-0575) as CDE's Contract Monitor to oversee this project. Ms. Chladek is not authorized by CDE to make any commitments or to make any changes which will affect the price, terms or conditions of this Agreement, without a formal contract amendment.

VI. Staff Replacement

Changes to any of ETS' professional project personnel or management team (e.g., project manager or fiscal officer) require formal approval by CDE's Contract Monitor. The staffing change may not occur until ETS receives written approval of the change by CDE's Contract Monitor.

VIII. Recycled Paper Certification (Public Contract Code sections 10233, 10308.5/10354)

By signing the Contract, ETS agrees to certify in writing to CDE, under penalty of perjury, the minimum, if not exact, percentage of recycled content, both postconsumer material and secondary material as defined in Public Contract Code sections 12161 and 12200, in materials, goods or supplies offered or products used in the performance of the Contract, regardless of whether the product meets the required recycled product percentage as defined in Sections 12161 and 12200. ETS must certify even if the product contains zero recycled content.

IX. Child Support Compliance Certification (Public Contract Code section 7110)

By signing this Agreement, ETS acknowledges that (a) it recognizes the importance of child and family support obligations and must fully comply with all applicable state and federal laws relating to child and family support enforcement including, but not limited to, disclosure of information and compliance with earnings assignment orders as provided in Chapter 8 (commencing with Section 5200) of part 5 of Division 9 of the Family Code; and (b) to the best of its knowledge it is fully complying with the earnings assignment orders of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

X. Non-Discrimination Clause

During the performance of this Agreement, ETS and its subcontractors shall not unlawfully discriminate, harass, or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer), age (over 40), marital status, and denial of family care leave. Contractor and subcontractors shall ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment. Contractor and subcontractors shall comply with the provisions of the Fair Employment and Housing Act (Government Code Section 12990 (a-f) et seq.) and the applicable regulations promulgated there under (California Code of Regulations, Title 2, Section 7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code Section 12990 (a-f), set forth in Chapter 5 of Division 4 of Title 2 of the California Code of Regulations, are incorporated into this Agreement by reference and made a part hereof as if set forth in full. ETS and its subcontractors shall give written notice of their obligations under this clause to labor organizations with which they have a collective bargaining or other Agreement.

ETS shall include the nondiscrimination and compliance provisions of this clause in all subcontracts to perform work under the Agreement.

XI. Certification Clauses

The CONTRACTOR CERTIFICATION CLAUSES (CCC) contained in the document CCC 1005 are hereby incorporated by reference and made a part of this Agreement by this reference as if attached hereto.

XII. Computer Software Copyright Compliance

By signing this Agreement, ETS certifies that it has appropriate systems and controls in place to ensure that state funds will not be used in the performance of this Contract for the acquisition, operation, or maintenance of computer software in violation of copyright laws.

XIII. IT Requirements

ETS hereby agrees to adhere to the following CDE Web standards:

1. All Web site and application pages/documents which can be seen by users must be reviewed and approved by CDE's Contract Monitor.

2. Web sites and Web applications must adhere to all CDE Web Standards listed below. All Web Standards listed below, with the exception of (c) Style Manual for the California Department of Education are posted to the Internet site at ftp://ftp.cde.ca.gov/webstandards/ and are available for downloading. The Style Manual has previously been provided to ETS.

   a. Standards for Web Applications / External Web sites (revised 7/8/2005).
   b. CDE web accessibility Standards (revised 6/18/2001).
   c. Style Manual for the California Department of Education (revised 2004).
   d. Web Writers Handbook (revised 6/2002).
   e. Application Development Standards (revised 7/8/2005).

3. In addition to the CDE Web Accessibility Standards, referred to in item 2b above, and in compliance with the Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. 12101 et seq.), upon request by a site user, ETS will make alternative formats and/or media of any material, product or presentation available to the user within a reasonable period of time as required by law.

4. ETS agrees to not violate any proprietary rights or laws (i.e., privacy, confidentiality, copyright, commercial use, hate speech, pornography, software/media downloading, etc.).

5. ETS must provide the application and/or Web site source code, collected data and system documentation in a form to be specified by CDE for Web sites or applications created at CDE's expense exclusively for the CDE under this Agreement or any preceding agreement with CDE according to the following time frame:

a. For new sites/applications: Within 30 days of implementation. For multi-year agreements, material must also be provided annually on the Contract date anniversary during the Contract period.

b. For existing sites/applications: Within 90 days of the Contract renewal or amendment execution. For multi-year agreements, material must also be provided annually on the Contract date anniversary during the contract period.

6. ETS shall provide an easy mechanism for users to provide feedback on the site/application, such as a link to an email address or a feedback form.

7. If the Web site or application is hosted on a Web server that is external to CDE's network, ETS shall monitor the Web site/application on a monthly basis (or more frequently if necessary) to identify and correct the following issues:

    a. Broken links
    b. Dated content
    c. Usability issues
    d. Any other circumstances where the requirements set forth in this Agreement are not met.

8. If the Web site or application is hosted on a Web server that is external to CDE's network, ETS agrees that any Web applications, Web sites, data or other files which may be needed to restore the system in the event of disaster are backed up redundantly, and that a detailed, tested plan exists for such a restoration.

9. If the Web site or application is hosted on a Web server that is external to CDE's network, ETS shall provide the CDE with Web site usage reports on a monthly basis during the contract period for each Web page, document or file which can be viewed by users.

XIV. DATA MANAGEMENT (DM) REQUIREMENTS:

For contracts that require ETS to conduct data collection services (including, but not limited to surveys, on-line web applications, program evaluation, legislative reports, and assessment), ETS hereby agrees to adhere to the following CDE standards:

PRIVACY, SECURITY AND CONFIDENTIALITY

If, in the course of carrying out this work, ETS gathers or processes personal (private) information, ETS must provide written assurance that the data will be managed in accordance with all applicable federal and California state privacy laws including, but not limited to: Family Educational Rights and Privacy Act of 1984 (20 U.S.C. Sec. 1232g) and Children's Online Privacy Protection Act (COPPA), and California Education Code sections 49069 to 49079. Examples of personal information include, but are not limited to: name, telephone, e-mail account, address, date of birth and social security number.

In addition, ETS will be expected to demonstrate that it has taken specific steps to ensure the data are kept secure and confidential as evidenced by, at a minimum, the following:

- Each and every employee, subcontractor or other person who has access to personal information is required to sign a statement that they understand that the information is personal and they will take steps to ensure that unauthorized personnel do not gain access to personal data.
- Personal data, while being transmitted electronically, must be encrypted.
- Any repository for the data will be locked and have access restricted to those personnel that have a legitimate need to access the data and have signed a confidentiality agreement.

Any security breach must be reported to CDE immediately.

CDE considers personal mailing information (including e-mail addresses, but excluding business addresses) to be private. As such, if ETS asks a person for his or her mailing information, ETS must make it clear to the person providing the information whether the information will be shared with any organization other than CDE and ETS. In addition, ETS will provide the person providing the mailing information an "opt-out" (i.e. the person can elect to not have his or her mailing information shared with organizations outside of CDE and ETS, unless CDE or ETS is required by statute or court order to disclose the information).

DATA OWNERSHIP

ETS understands that any and all data that are collected and/or generated by the work performed under this Agreement are the sole property of CDE.

USE OF PREFERRED VARIATIONS

If gathering data or creating a database, the vendor agrees to use the CDE's preferred variations* for collecting and storing specific data.

* The preferred variation is the format or content that is accepted by CDE as the preferred way of storing and/or sharing data. It may not be the preferred variation in another organization.

DATA DICTIONARIES

If ETS is collecting data on behalf of the CDE, ETS agrees to develop and maintain a complete data dictionary in accordance with CDE specifications and provide that information, in electronic format, to the Data Management Improvement Program.

XV. Prohibition Against Outside Agreements

ETS must not enter into agreements related to products and/or services of this Contract without the prior approval by the CDE of a work submission and budget for the work proposed.

XVI. Confidentiality

ETS shall not disclose data or documents or disseminate the contents of documents or reports without express written permission from CDE's Contract Monitor or in compliance with court order or other legal process. If ETS is required by court order or other legal process to disclose data or documents or disseminate the contents of documents of reports ETS shall immediately notify CDE's Contract Monitor. ETS shall not comment publicly to the press or any other media regarding its data or documents, or CDE actions on the same, except at a public hearing, or in response to questions from a legislative committee.

ETS must immediately notify CDE if a third party requests or subpoenas documents related to this Contract.

XVII. Correspondence

Correspondence prepared by ETS relating to the logistics of tasks to be performed by ETS under the scope of work of this Contract or correspondence of an informational nature related to the program supported by this Contract which is prepared by ETS must be reviewed by CDE prior to mailing or distribution.

As a standard business practice, ETS must "copy" CDE's Contract Monitor on each final letter, e-mail, and memorandum prepared by ETS under the scope of work of this Contract.

XVIII. News Releases

ETS must not issue any news releases or make any statement to the news media in any way pertaining to this Contract without the prior written approval by CDE, and then only in cooperation with CDE.

XIX. CDE Approval of Deliverables

CDE must approve all materials and/or deliverables developed in conjunction with this Contract. ETS is responsible for completing all tasks in sufficient time for CDE to review the materials and/or deliverables, and if necessary, for ETS to make modifications as directed by CDE and for CDE to review and sign-off on the revised submission. Unless otherwise specified in the Scope of Work, in no case may ETS allow less than ten working days for CDE to initially review the submission. Unless otherwise agreed to in writing by the parties, ETS must make any modifications within three working days of receipt of the changes directed by CDE. ETS must allow CDE at least three working days to review the modified submission. ETS is responsible for any costs associated with making modifications to materials and deliverables necessary to obtain CDE's approval.

All approvals, orders for correction, or disapprovals from CDE must be in writing. If CDE rejects a deliverable or product as unacceptable, ETS shall make required corrections within the time frame required by CDE.

Failure of ETS to obtain prior CDE approval of deliverables or products shall not relieve ETS of performing the related contract responsibilities and providing related required deliverables or products to CDE. ETS must accept financial responsibility for failure to meet agreed-upon timelines and quality standards. CDE shall have no liability for payment of any work, of any kind whatsoever, which commences without prior CDE approval.

XX. Privacy

Access to any information about individual pupils or their families is granted to ETS only for purposes of correctly associating test results with the pupils who produced those results or for reporting and disaggregating test results as required by Education Code section 60643. ETS shall handle the information in a manner that does not permit personal identification of parents and students by individuals other than representatives of ETS who have a legitimate interest in the information; and ETS shall destroy the information when it is no longer needed for the purposes specified in this Agreement. Nothing in this Agreement

shall be construed to abridge or deny rights to confidentiality contained in the Family Educational Rights and Privacy Act of 1974 (20 USC section 1232g) or other applicable provisions of state and federal law that protect the confidentiality of identifiable pupil information.

XXI. Contract Amendments

No alteration or variation of the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or Agreement not incorporated herein, shall be binding on any of the parties hereto. CDE and ETS may make non-material, technical changes to the Scope of Work that have no costs associated with them. CDE and ETS may make substantive changes to the Scope of Work that have no costs associated with them provided that the ETS Program Director, the State Board of Education President, and the Superintendent of Public Instruction agree to them. Notwithstanding any other provision of law, any changes to this Agreement that result in additional costs beyond the amounts set forth in the state budget for this purpose for each fiscal year are not valid without prior approval by the Department of Finance and the State Board of Education.

XXII. Resolution of Disputes

If ETS disputes any action by the Contract Monitor, and/or his/her designee, arising under or out of the performance of this Contract, ETS shall notify the Contract Monitor of the dispute in writing and request a claim's decision. The Contract Monitor shall issue a decision within 30 days of ETS' notice. If ETS disagrees with the Contract Monitor's claim's decision, ETS shall submit a formal claim to the Superintendent of Public Instruction (SPI) or the SPI's designee. The decision of the SPI shall be final and conclusive on the claim unless the decision is arbitrary, capricious, or grossly erroneous, or if any determination of any relevant fact is unsupported by substantial evidence. The decision may encompass facts, interpretations of the Contract, and determinations, or applications of law. The decision shall be in writing following an opportunity for ETS to present oral or documentary evidence and arguments in support of the claim.

ETS shall continue with the responsibilities under this Agreement during any dispute.

XXIII. Contractor Expending State Funds

ETS shall be subject to examination and audit by the State Auditor for a period of five (5) years after final payment under the Contract.

XXIV. Interpretation of Contract Terms

The terms of this Agreement shall not be strictly construed for or against either party.

XXV. Standard Agreement Provisions

A. ETS agrees to indemnify, defend and hold harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, material-men, laborers and any other person, firm or corporation furnishing or supplying work services, materials or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by ETS or its agents, in the performance of this Contract.

B. ETS, and the agents and employees of ETS, in the performance of the Agreement, shall act in an independent capacity and not as officers or employees or agents of the State of California.

C. The State may terminate this Agreement and be relieved of the payment of any consideration to ETS should ETS fail to perform the covenants herein contained at the time and in the manner herein provided. In the event of such termination the State may proceed with the work in any manner deemed proper by the State. The cost to the State shall be deducted from any sum due ETS under this Agreement, and the balance, if any, shall be paid ETS upon demand.

D. Without the written consent of the State, this Agreement is not assignable by ETS either in whole or in part.

E. Time is of the essence in this Agreement.

XXVI. Liability for Loss

Liability for loss or damage to the testing materials under this Agreement shall be allocated in the same manner as the responsibility for the security of the test materials is allocated as prescribed by this Agreement and section 865 of Title 5 of the California Code of Regulations.

XXVII. Security of Test Materials

ETS shall assume all responsibility for the security and integrity of all test materials at all sites where ETS creates, produces, stores, or maintains the materials and during the time that any and all materials are in transit by any means from ETS' storage, production, maintenance, or transfer facility until arrival of the test materials at a single location designated by each school district at which time the school district's STAR program district coordinator shall provide ETS with a signed receipt. The security of the test materials duly delivered to the school district is governed by this provision and section 865 of Title 5 of the California Code of Regulations.

XXVIII. Monitoring

CDE, and all authorized state control agencies, must have access to all internal and external reports and documents used by ETS in the performance and administration of this Agreement. CDE shall have the right to monitor all aspects of ETS' performance.

ETS must provide all duly authorized representatives of CDE, and all authorized state control agencies, with full access to any and all ETS and subcontractor procedures relevant to the tasks outlined in the scope of work.

With each invoice for reimbursement, ETS must attach a written progress report including a summary of activities completed, a list of deliverables produced and outstanding issues for decision.

ETS must retain and update records and accounts on a monthly basis and must be able to prepare and submit statistical, narrative, or financial and program reports and summaries specified in this Agreement as requested by CDE.

Unless otherwise requested by CDE, ETS must prepare reports and summaries in the format herein described. ETS' name must appear only on the cover and title page of reports and summaries. Covers and title pages must read as follows:

California Department of Education
Standards and Assessment Division

Title of Report or Summary

By (Contractor's Name)
Contract # _____

CDE reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this Agreement, and reserves the right to use and reproduce such materials.

CDE staff and CDE's designees shall be permitted to work side by side with ETS' staff to the extent and under conditions directed by CDE's Contract Monitor. In this connection, CDE shall be given access to all data and working papers which CDE may seek to utilize.

XXVIX. Notices, Demands, and Communications

Formal notices, demands, and communications to be given hereunder, except as otherwise set forth in this Agreement, by either party shall be made by telephone and confirmed in writing effected by personal delivery, US mail, registered/certified mail or return receipt request, or by facsimile (fax) reproduction if a fax number is provided by the party, and shall be deemed effective as of the date of receipt. All notices, demands, or other communications shall be addressed as set forth below:

ETS	California Department of Education
Executive Director Educational Testing Service (ETS) 1303 J Street, Suite 420 Sacramento, CA 95814 With cc to: Jean Shipos Customer Contract Manager Educational Testing Service (ETS) Mail Stop 38D Rosedale Road Princeton, NJ 08541	Director Standards and Assessment Division 1430 N Street, Room 5408 Sacramento, CA 95814

XXX. Governing Law

This Agreement is deemed to have been executed by all parties in Sacramento, California. The validity, enforceability, and interpretation of this Agreement and all of the clauses thereof shall be determined and governed by the laws of the State of California.

XXXI. Funding Contingency Clause

If the state budget of the current year an/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program or if funding for purposes of this program for any fiscal year is reduced or deleted by the state budget, the State shall have the option to either cancel this Agreement with no liability occurring to the State, or offer an agreement amendment to ETS to reflect the reduced amount.

XXXII. Contracts Funded by the Federal Government

It is mutually understood between the parties that this Contract may have been written before ascertaining the availability of congressional appropriation of funds, for the mutual benefit of both parties, in order to avoid program and fiscal delays which would occur if the Contract were executed after that determination was made.

This Contract is valid and enforceable only if sufficient funds are made available to the State by the United States Government for the State Fiscal Year(s) 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10 covered by this Agreement for the purposes of this program. In addition, this Contract is subject to any additional restrictions, limitations, or conditions enacted by the Congress or any statute enacted by the Congress, which may affect the provisions, terms, or funding of this Contract in any manner.

It is mutually agreed that if Congress does not appropriate sufficient funds for the program, this Contract may be amended to reflect any reduction in funds. The department has the option to void the Contract under the 30-day cancellation clause or to amend the Contract to reflect any reduction of funds.

The recipient shall comply with the Single Audit Act and the reporting requirements set forth in OMB Circular A-133.

Reconciliation Matrix

Per Section B.1 of Exhibit C, ETS' pending and/or future invoices will be reduced by the appropriate amount as determined by the following reconciliation matrix. This reconciliation matrix subtracts the estimated number of pupils to be tested minus the actual number tested and multiplies that sum by the appropriate per pupil cost for each component of STAR where the actual number tested is less than estimated to be tested.

Estimated Number of Pupils to Be Tested: The number of anticipated test takers (as updated annually as set forth in Section IIIB2 of Exhibit C) per test identified in Section 8 of ETS' Budget.

Actual Number Tested: The actual number tested is the total number of student answer documents processed by ETS for each test administration as set forth in the final file (second posting or P2) of each year. As set forth in the Request for Submissions (RFS), a pupil is counted only once regardless of how many separate test booklets that test taker completes.

*As noted in the RFS, the number of pupils estimated to be tested with CAPA and CMA are a percentage of the total estimated number of pupils to be tested with the CSTs, thus for reconciliation purposes the "Total number of pupils tested with CSTs" will be the sum of the number of pupils tested with CAPA, plus the number of pupils tested with CMA, plus the number of pupils tested with one or more CST.

Per Pupil Cost: The per pupil cost rate identified per test in Section 8 of ETS' budget.

Calculation:

Test	A Actual Number Tested Per Test	B Estimated Number of Pupils to Be Tested Per Test	C Number of Fewer Pupils Tested (Column A minus Column B) (if value is greater than zero, then enter zero)	D Per Pupil Cost Rate Per Test	E Amount to Reduce Current/Future Invoices (Column C multiplied by Column D)
CAPA	# tested CAPA	CAPA #	= CAPA #	$CAPA rate	$CAPA decrease
CMA	# tested CMA	CMA #	= CMA #	$CMA rate	$CMA decrease
CST	+ # tested CAPA + # tested CMA + # tested one/more CST *= Total # pupils tested with CSTs	CST #	= CST #	$CST rate	$CST decrease
NRT	- NRT tested	NRT #	= NRT #	$NRT rate	$NRT decrease
STS	- STS # tested	STS #	= STS #	$STS rate	$STS decrease
				GRAND TOTAL:	$Grand Total

Example:

Test	A Actual Number Tested Per Test	B Estimated Number of Pupils to Be Tested Per Test	C Number of Fewer Pupils Tested (Column A minus Column B) (if number is greater than zero, enter zero)	D Per Pupil Cost Rate Per Test	E Amount to Reduce Current/Future Invoices Per Test (Column C multiplied by Column D)
CAPA	45,000	49,918	- 4,918	$21.32	-$104,851.76
CMA	100,000	99,835	0	$16.68	$.00
CST	CAPA : 45,000 CMA: 100,000 CSTs: 4,750,000 = 4,895,000	4,991,746	- 96,746	$4.94	-$477,925.24
NRT	965,000	973,479	- 8,479	$3.00	-$25,437.00
STS	100,000	102,640	- 2,640	$15.85	-$41,844.00
				GRAND TOTAL:	- $650,058.00

Pricing for Ancillary Services Provided to STAR School Districts

Description of Services Provided	2007 Proposal Price
Pre ID Services	
Regular Timing	**$ 0.38**
Late Request	**$ 0.44**
Parent Guardian Addresses	**$ 0.22**
DFA above 125% for 20:1 ratio	**$ 1.00**
Excessive Materials Ordered per Attachment 1	
· Grade 2 test booklets	**$ 5.67**
· Grade 3 test booklets (inc. NRT)	**$ 8.16**
· Grade 4 - 11 primary test booklet with answer document	**$ 1.13**
· Grade 7 primary test booklet (inc. NRT)	**$ 2.03**
· Braille primary test booklets (grade 2-11)	**$ 376.02**
· Large print primary test booklets	**$ 41.07**
· CST booklets for mathematics and science.	**$ 0.27**
· Braille CST math and science test booklets	**$ 185.30**
· Large print CST math and science test booklets	**$ 47.48**
· Grade 4 or 7 CST writing response booklets	**$ 0.30**
· Grade 4 or 7 Braille CST writing response booklets	**$ 118.97**
· Grade 4 or 7 Large print CST writing response booklets	**$ 5.04**
Lost Freight Kits	***Actual Costx110%***
Answer Doc Storage	***Actual Costx110%***
Missing Data on Answer Doc (billed to CDE against district set asides)	**$ 1.32**
Revised or Additional Student Reports	
Additional Report Copies	
Student/Parent Report	**$ 1.05**
Teacher Report	**$ 0.85**
Student Record label	**$ 0.80**
Student Master File	**$ 0.60**
Group Summary CAT/6	**$ 0.85**
Student master List Summary	**$ 0.60**
Subgroup Summaries	**$ 0.85**
Master list Summaries	**$ 0.60**
CD	**$ 0.30**
Re Edits of demographic fields	
Student Record label	**$ 0.76**
Student Master File	**$ 0.60**
Group Summary CAT/6	**$ 0.85**
Student master List Summary	**$ 0.58**
Subgroup Summaries	**$ 0.85**
Master list Summaries	**$ 0.58**
CD	**$ 0.30**
Post P-3 Edits (Cost per District for Set-up)	**$ 5,000.00**
Late Submissions	
Set Up fee	**$ 150.00**
Student Data File-per student	**$ 0.32**
Scoring Late Submissions	
Batch Fee	**$ 385.00**
Document fee- per answer doc	**$ 5.00**
Hand Scoring of Tests	
Writing Tests	**$ 90.00**
Multiple Choice Tests	**$ 52.00**
Other Special Services	
Pre-ID Related	**(price quoted on request)**
Packaging Related	**(price quoted on request)**
Special Reports	**(price quoted on request)**

Completion Criteria

The criteria by which CDE will recommend and the SBE will determine successful completion of each component task for payment of the final 10% is set forth in the following table.

CRITERIA FOR SUCCESSFUL COMPLETION OF COMPONENT TASKS 2007, 2008, and 2009 Administrations		
COMPONENT TASK	**CRITERIA**	**COMPLETION DATE SPECIFIED IN AGREEMENT**
3.1 Component Task 1 Comprehensive Plan and Schedule for Project Deliverables and Activities	• CDE received written results of the quality control audit. • Delivered all electronic data files, documentation, and materials developed for the STAR Program to the bidder designated by SBE in 2009.	• December 31, 2007 and each subsequent year • December 31, 2009
3.2 Component Task 2 Program Support Services	• All materials specified were developed and distributed to LEAs within the specified timelines. • The California Technical Assistance Center processed all district orders as specified and responded to district requests for assistance. • CDE received electronic files and other reports as specified.	• July 30, 2007 and each subsequent year • December 31 of each year • December 31 of each year
3.3 Component Task 3 Test Security Measures	• Completed onsite visits of schools before, during, and after testing. • All test items, test materials, electronic files, and data were developed, used, transferred, delivered, and maintained in a secure manner. • Provided CDE with summary reports of the results of each security breach investigation. • Provided CDE with a complete report of each investigation.	• October 15, 2007 and each subsequent • October 15, 2007 and each subsequent year • Within 10 working days of a security breach being reported • September 1 of each year
3.4 Component Task 4 Norm-referenced Test	• NRT was administered to students in grades 3 and 7 only.	• Within CST testing window each year
3.5 Component Task 5 Electronic Item Bank, Data Management, and Documentation	• Delivered to CDE all test items in the item bank, including existing items as well those newly developed for the CSTs, CAPA, CMA, STS, NAA, CAHSEE, and CELDT.	• December 31 of each year
3.6 Component Task 6 Item and Task Development	• Developed for all grades and subjects the number of test items agreed upon under the contract. • The minimum number of items developed was field-tested and have adequate technical characteristics as defined in the contract to be used on operational tests. • A review of the scaling and equating processes showed them to meet or exceed industry standards. • The performance level settings generated results for all content areas and performance levels were reported to schools, districts, counties, and the state.	• December 31 of each year • December 31 of each year
3.7 Component Task 7 Test Form, Test Booklet, and Answer Document Construction	• Test forms conformed to industry standards and Universal Design principles. • Answer documents allowed for demographic and identification data	• March 31 of each year • March 31 of each year

CRITERIA FOR SUCCESSFUL COMPLETION OF COMPONENT TASKS 2007, 2008, and 2009 Administrations		
COMPONENT TASK	**CRITERIA**	**COMPLETION DATE SPECIFIED IN AGREEMENT**
	required by statute and regulations.	
3.8 Component Task 8 Pre-Identification and Ordering	• Pre-identification data was processed in a timely manner to LEAs. • All orders were processed and processed in a timely manner.	• December 31 of each year • December 31 of each year
3.9 Component Task 9 Test Materials Production and Packaging	• All test materials required for the program were produced on time in quantities sufficient for conducting the annual STAR testing in all districts with no more than 0.5% printing or collating errors reported. • CDE received copies of all tests materials.	• September 30, 2007 and each subsequent year • February 15 of each year
3.10 Component Task 10 Delivery and Collection of Test Materials	• Test materials were delivered to and retrieved from districts within the regulatory time and by the statutory limit.	• September 30, 2007 and each subsequent year
3.11 Component Task 11 Test Processing, Scoring, and Analysis	• ☐All tests were correctly processed and scored within timelines specified in this Scope of Work. • ☐Data analysis was completed as specified. • Mark Discrimination Report delivered to CDE. • Returned materials reports delivered to CDE. • Demographic edit reports delivered to CDE.	• August 31, 2007 and each subsequent year • August 31, 2007 and each subsequent year • August 31, 2007 and each subsequent year • September 30, 2007 and each subsequent year • Bi-weekly June through September of each year
3.12 Component Task 12 Reporting Test Results to LEAs	• Accurate and complete reports of test results as required in statute were provided to all LEAs.	• No later than August 8 each year or within five weeks of receipt of processable answer documents or completion of requirements in annual scoring specifications
3.13 Component Task 13 Reporting Test Results to CDE	• Accurate state level reports of test results were provided to CDE. • Complete and accurate Internet files were posted within statutory timelines including results for all students and all subgroups.	• Preliminary complete files by August 8 of each year • Final files by November 8 of each year
3.14 Component Task 14	• Annual Technical Report received by CDE. • Data files to use for apportionment purposes received by CDE.	• December 31 of each year • September 1 of each year

2007 STAR Administration

Scope of Work

March 2, 2006

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1. Component Task 1: Comprehensive Plan and Schedule for Project Deliverables and Activities (CST, CAPA, CMA, STS, NRT)

1. A. Narrative Schedule

The Standardized Testing and Reporting (STAR) Schedule of Project Deliverables and Activities (see Timeline 1) is included as an attachment to this Scope of Work. This schedule depicts all STAR deliverables and activities for the entire contract period and includes task initiation and completion dates and may be adjusted periodically as needed to reflect new timelines and deliverables.

1. B. Progress Reports

Educational Testing Service (ETS) will communicate all accomplishments to demonstrate the California Department of Education's (CDE) expenditures on the STAR Program by means of monthly and quarterly reports.

Monthly Reports

The monthly report documents ongoing and completed tasks and activities based on the scope of work. In addition, as issues arise during the month, ETS will detail these issues, their causes, and resolutions as part of the monthly and quarterly reports.

The monthly progress report is presented as a detailed narrative invoice from ETS to the CDE. It is sorted by scope of work area and contains a summary section which is the actual invoice, and a section of accomplishments and deliverables that breaks down the costs in the summary section and associates the costs with a specific requirement in the scope of work. The summary includes a history of invoices previously submitted to date.

ETS will submit this report to the CDE by the 15th of the following month. A hardcopy original will be delivered to the CDE. In the event that this report will be delayed beyond the 15th of the following month, ETS will notify the CDE of the expected date of delivery by the 7th of that month.

Quarterly Reports

The quarterly report summarizes Program activity for three months and is accompanied by a CD-ROM that contains portable document format (PDF) deliverables — or the representation of deliverables — for the previous three months. The CD-ROM's files are stored within a directory tree organized by the scope of work section and navigated using an index PDF file, an approach that simplifies the CDE's access to the documentation. ETS will deliver a quarterly report and CD-ROM to CDE staff, and a copy of the quarterly report to State Board of Education (SBE) staff. Both the SBE testing liaisons and the CDE STAR project director will have to approve the content of the quarterly report.

1. C. Management Meetings

ETS will hold weekly management meetings with the CDE and with the STAR team that includes ETS managers of:

- Test Development
- Statistical Analysis
- Computer Technology

- Operations
- Item Banking
- STAR Technical Assistance Center (STAR TAC)
- Appropriate Subcontractor Coordinators

Although each of these managers may hold separate weekly meetings, the purpose of the management meeting is to update and assure that the CDE is informed of all decisions.

For all meetings, including face-to-face and video- or audio-conferenced, ETS will facilitate the meeting, record minutes of the meeting, and track completion of assignments. The minutes will be distributed to the CDE and the entire team within 24 hours of the management meetings.

Annual Meeting. ETS will host an annual three-day meeting in Sacramento which gathers key STAR Team members to meet with CDE program managers and SBE staff members. Those who cannot attend in person may attend via videoconference. The purpose of the meeting is to plan the upcoming year, including detailing any changes to the scope of work and timeline. ETS will provide a draft timeline in MS-Project for all to review. Also, ETS leads a discussion and documents lessons learned to prevent problems from reoccurring and to continue improving the STAR Program both for the SBE/CDE and for all California school districts. The outcome of this annual meeting will be an update to the draft timeline and any changes to the Scope of Work requested by SBE testing liaisons and the CDE STAR project director.

1. D. SBE Meetings and Technical Meetings

Every time the SBE conducts public meetings, ETS project managers and relevant ETS officers are expected to attend to the extent necessary.

1. E. Records and Minutes

At all meetings, including, but not limited to Assessment Review Panel (ARP) meetings (see Section 6), standard-setting meetings, management meetings and item-writing sessions, ETS will take minutes, record information and document any assignments or tasks for follow up. These notes will be formatted in a MS-Excel spreadsheet, as required by the CDE. ETS will keep secure electronic copies of all the records throughout the life of the STAR Program. These minutes are delivered as part of the Quarterly Report deliverables CD-ROM. All minutes will be made available to the SBE upon request.

Each set of minutes will include listings of all those present and their contact information. ETS will review the contact information of attendees to determine if it has changed and update the CDE, if appropriate.

These records will be distributed to the CDE for approval in less than 10 days following each meeting. When approved, all relevant STAR team members will receive copies.

1. F. Report Style

For all reports submitted to the CDE as deliverables, ETS will follow the guidelines established by the *Publication Manual of the American Psychological Association: Fifth Edition* as well as the CDE Style Manual guidelines.

1. G. Quality Control Audit

ETS will perform an annual audit of its work under the STAR Program and provide the results of the audit to the CDE, SBE staff and testing liaisons. This audit will be conducted by the ETS Office of Corporate Quality Assurance (OCQA). This audit will review STAR Program compliance with ETS Standards for Quality and Fairness 2002. Each rigorous standard is

applied to the program-supplied information and documentation in a uniform, systematic, and well-documented process. This annual audit is conducted by ETS staff not affiliated with the STAR Program.

- The audit evaluates requirements of five to eight standards under each of the following chapter headings:
  - Customer Service
  - Fairness
  - Uses and Protection of Information
  - Validity
  - Assessment Development
  - Reliability
  - Cut Scores, Scaling, and Equating
  - Assessment Administration
  - Reporting Assessment Results
  - Assessment Use
  - Test Takers' Rights and Responsibilities

Results of this internal audit will be delivered with the Quarterly Report following the conclusion of the audit cycle.

1. H. Long-term Assessment Plan

ETS will assist the SBE and the CDE in developing a long-term assessment plan. In 2002, the CDE and the SBE published a long-range assessment plan that has been mainly achieved over the last three years.

The six principles articulated in the 2002 long-term assessment plan are still relevant. Within the framework of these principles, ETS will work with the SBE and the CDE to safeguard the validity, reliability and usefulness of the STAR assessments. ETS will work with CDE and SBE staff and testing liaisons to develop key issues and a policy long-range plan to guide policy for the STAR Program.

1. I. Overlap of Contracts and Transition

ETS will do everything possible to assure that transition to the next contract is as smooth as possible.

End of Contract

ETS will deliver all required materials (such as reports, post-test workshops, data files, etc.) to the CDE by December 31 of the year following the last test administration as contracted. One member of the current STAR Program Management Team will serve as a transition manager to assist the new contractor until the end of the calendar year in which the last administration is completed. This transition manager will provide the following deliverables to the CDE or directly to the new contractor, if preferred by the CDE.

The ETS transition manager will have access to key members of the STAR staff from each functional area of expertise to assure that all deliverables listed above and any other reasonable requests are made available to the CDE and the new contractor on a mutually-agreed schedule.

The transition manager will also establish regular meetings with the new contractor during the overlap of the contracts to communicate all that the new contractor may need to know about

the STAR Program. There is no cost to the STAR contract for the provision of these transition activities.

1. J. ETS Management

A senior decision-making person will be officed in Sacramento to serve as a designated liaison to the SBE for the ETS STAR contract. This person will act as a liaison between ETS and the SBE by understanding all policy issues around the STAR Program and its background, and making sure both that the SBE has the information and background they need for policy oversight, and that the SBE's direction and governance are manifest in the program activities and outcomes. This person will have duties to include:

- Learn the policy and legislative underpinnings of the STAR Program and the history and rationale of policy and operational decisions.
- Meet frequently in person with the SBE testing liaisons, the SBE Executive Director, and the other SBE or CDE key staff to determine their information needs and receive guidance as appropriate.
- Provide information and briefings to the SBE liaisons and SBE Executive Director on measurement and evaluation policy issues as needed.
- Keep informed of national trends and developments in statewide assessment programs and act as an additional resource to the SBE to keep them informed of these trends and developments so as to make informed policy decisions.
- Maintain excellent relationships with the CDE leadership so as to foster good communication among ETS, the CDE, and SBE regarding SBE concerns and information regarding the STAR contract.
- Collaborate with ETS Program Management to assure that SBE concerns are reflected in the STAR program direction.
- Keep ETS senior management informed of SBE policy issues and direction and assure appropriate alignment with SBE policies and directives.
- Attend all significant meetings on program operations affecting policy and policy meetings, including all regularly scheduled SBE meetings, and scheduled SBE testing liaison meetings, and other meetings as request by the SBE Executive Director, SBE President, and/or SBE testing liaisons.

This staff position will not be funded through the STAR contract.

2. Component Task 2: Program Support Services (CST, CAPA, CMA, STS, NRT)

2. A. Help Desk

The STAR Technical Assistance Center (TAC) is in place to provide personalized service to district STAR coordinators on STAR Program-related issues.

STAR TAC incorporates all of the required features, including:

- Toll-free telephone and facsimile access
- E-mail access
- Dedicated staff available to respond 7 a.m. to 5 p.m. Monday through Friday (local California time)
- Sufficient staff to assure that all requests for assistance are handled within 24 hours of when they are received
- Maintenance of a log of customer concerns for reporting and categorization purposes
- Providing the CDE with an electronic version of the log within 10 days of a request

ETS will investigate relocating STAR TAC operation to Sacramento in order to provide even higher service levels at a lower cost.

Calls are routed to STAR TAC through Symposium, a contact-center product from Nortel. Symposium allows ETS to track several key statistics to measure performance. This data is available to the CDE for review at any time by request.

ETS will use a short telephone survey to assess operator performance as well as customer satisfaction. This survey is confidential and voluntary. The level of satisfaction with the service provided is rated on a scale of 1 to 5 (1 = poor and 5 = excellent).

Each STAR TAC representative is monitored twice per week by the team leader or director. The results of the monitoring will be entered into NICE, a contact-center product used to evaluate and collect call-quality monitor scores. Representatives' performance is assessed on product knowledge and call mechanics including:

- Using appropriate tone
- Giving complete and accurate information
- Understanding customer needs through appropriate questions or clarifying statements

ETS will maintain a log of its interactions with customers. Interactions with districts are logged into a custom-designed MS-Access database, which has been expressly designed for the STAR Program.

STAR TAC representatives will attend district STAR coordinator events, such as the pre- and post-test workshops.

2. B. Startest.org

ETS will maintain the existing startest.org Web site in a manner that conforms to the CDE's design, accessibility, writing and content, and applications standards as specified in the CDE Web toolkit. Startest.org provides a portal for all of the resources a district STAR coordinator needs to administer the STAR Program.

ETS will, through startest.org, provide district STAR coordinators with timely updates of relevant information. In addition, ETS will respond promptly to requests by the CDE for changes to content and links. The STAR Editor on the ETS Program Management Team will maintain the site content, links, and documents.

Specific improvements to the startest.org site for the new contract period include:

- New sections specific to the Standards-based Test in Spanish (STS) and California Modified Assessment (CMA) with the same look and feel as the current site
- Weekly updated Frequently Asked Questions (FAQ)
- Ongoing review of the site's look and feel to conform to CDE Web site standards
- A built-in survey component that allows district STAR coordinators to provide input into the design and content of startest.org

All changes to the Web site will require CDE approval before implementation.

There will be an annual review of the Web site to assure that it conforms to CDE design, accessibility, information architecture, writing and content, and application standards as specified in the CDE Web toolkit, as well as to evolving Web standards.

In addition to CDE review, ETS will host annual focus groups to continually improve the functionality of startest.org. In addition, STAR TAC will relay feedback from district calls pertaining to startest.org.

2. C. Collection and Monitoring of Information

District Coordinator and Superintendent Contact Information

The STAR Management System will use the County-District-School (CDS) Code Master File to populate its database. Districts will receive from ETS a Superintendent's Designation of District STAR Coordinator Form. The District Superintendent will complete and sign the form and return it to ETS by U.S. Mail or fax. The prior year's district STAR coordinator will also receive a copy of this communication in order to assure receipt and action from the Superintendent. ETS will track the receipt of a completed form for the district along with any updates to the data in the STAR Management System. Any changes to the assigned district STAR coordinator made during a testing year will require a new Superintendent's Designation of District STAR Coordinator Form signed by the District Superintendent. STAR TAC will enter the receipt date of these documents into the STAR Management System, triggering district access to the system. District STAR coordinators will not be able to access the STAR Management System until this form and a Security Agreement have been received from the district.

Security Agreements

District and test site coordinators will receive from ETS the STAR Test (including field tests) Security Agreement for District and Test Site Coordinators (the "STAR Security Agreement form") in June or July together with the Superintendent's Designation of District STAR Coordinator Form. The district STAR coordinator will return a signed Security Agreement via mail or fax. STAR TAC will then record the receipt date of this form. Upon receipt of this form and the Superintendent's Designation of District STAR Coordinator Form, the district STAR coordinator will receive a user name and temporary password to access the STAR Management System.

Charter School Designations

ETS will use the CDS code files to update the STAR Management System to be in synch with the Pearson Educational Measurement (PEM) Management System. In turn, PEM will provide information to ETS on the testing status of each charter school including information on whether PEM has received test materials back from charter schools.

All charter schools identified in the CDE's CDS master file will receive a letter and a Charter School STAR Designation Form similar to what regular districts have in July or August. The form will require the charter school to specify whether it will be testing dependently with the district or whether the charter school will be operating independently of the district for the purposes of STAR testing. ETS will maintain a log of all charter schools to whom forms were sent and of all charter schools returning completed forms along with their independent or dependent STAR testing status. ETS will conduct follow-up telephone, fax and e-mail communications in order to obtain completed forms from all charter schools.

Shipping Information

The STAR Management System will store the shipping address along with an operational calendar and operational hours for each district (including charters). Other data related to shipping (for example, whether the facility has an unloading dock) will also be communicated to the shipping company in order for them to have the appropriate equipment available when making deliveries.

The district will also have the option of providing a secondary shipping address that may be used for the delivery of supplemental orders and reports. For all deliveries other than the initial shipment of materials, the district will have the ability to select whether to receive a shipment at the primary or secondary shipping address.

District STAR coordinators will have the ability to update shipping addresses at any time. The new address is then effective immediately for shipping.

Test Material Orders

The STAR Management System will handle orders in one of the following ways:

- District STAR coordinator will enter online screen data.
- File submission — Districts will either submit online or send via CD-ROM files containing order numbers in a predefined and published interface file format.
- District STAR coordinator will use U.S. mail/fax/e-mail to submit a material order form to STAR TAC staff, then enter the order information directly into the STAR Management System. The district STAR coordinator will verify the information when STAR TAC staff return a copy of the data entry form to review the numbers and confirm the accuracy of the data entry.

Any additional materials requested can be entered as a Supplemental Order. Verified orders will be released for packaging at the appropriate time. All supplemental orders will be released and shipped within a 48-hour (or better) timeframe.

2. D. Terminology

ETS will assure the accuracy and correctness of testing materials including practice tests, test booklets, *Directions for Administration* (DFA), and California Alternate Performance Assessment (CAPA) stimulus cards, manuals, guides, memorandums and e-mail messages, as well as online application screens and startest.org pages. ETS editors follow American Psychological Association (APA) guidelines and the CDE Style Guide.

Additionally, ETS will maintain a terminology list as usage evolves and the CDE adds new terms. See the Terminology List in Table 1.

The Terminology List will not only include words and phrases, but will also indicate proper hyphenation, abbreviation and capitalization.

The ETS/STAR Terminology List will use the CDE Style Guide as its primary resource.

Table 1. ETS/STAR Current Terminology List

AIS	average item score
ARP	Assessment Review Panel
AYP	Adequate Yearly Progress
CAPA	California Alternate Performance Assessment
CAT/6 Survey	California Achievement Tests, Sixth Edition Survey
CDE	California Department of Education
CI	confidence interval
CMA	California Modified Assessment
CRL	California Reading List
CSEM	conditional standard error of measurement
CST	California Standards Test
CTT	Classical Test theory
DIF	differential item functioning
EAP	Early Assessment Program
ELA	English-language arts
EM	expectation maximization
ICC	item characteristic curve
IDEA	Individuals with Disabilities Education Act of 1997
IEP	individualized education program
IRT	item response theory
IUP	Item Utilization Plan
MAD	mean absolute difference
MH D-DIF	equated delta scale (Mantel-Haenszel delta DIF)
NAEP	National Assessment of Educational Progress
NCLB	No Child Left Behind Act of 2001
NR	no response
NRT	norm-referenced test
OCQA	Office of Corporate Quality Assurance

R-FEP	Reclassified-Fluent English Proficient
SBE	State Board of Education
SD	standard deviation
SEM	standard error of measurement
SGID	School and Grade Identification Sheet
SMD	standard mean difference
SPAR	Statewide Pupil Assessment Review
STS	Standards-based Test in Spanish
TAG	Technical Advisory Group
TCC	test characteristic curve
WRMSD	weighted root mean square difference
1PPC	1-parameter partial credit
California academic standards (never abbreviated)	
district STAR coordinator (never DSC)	
double-rated: verb, hyphenated	
English-language arts; but, English-Language Arts CST	
hand-grid: verb, hyphenated	
history-social science (hyphen, not slash)	
scale scores (not scale*d* scores)	
second rater: noun	
Web site (capital W)	
* Capitalize course name when it's part of a test name (Algebra II CST)	
* Do not capitalize course name when it's not part of a test name (a class in algebra II)	

2. E. Workshops for Appropriate Personnel for the CSTs, CAPA, CMA, STS, and NRT

ETS will present:

- Pre- and post-test workshops
- Workshops on new Web applications
- Monthly Web casts

ETS will design materials for 11 pre-test workshops and five post-test workshops. The workshops will offer a train-the-trainer model that provide suggested methods, materials, information, and practice so that district STAR coordinators and County Office of Education (COE) trainers can present their own workshops to site coordinators, who in turn will train teachers and other administrators. The objective of all these workshops is that tests be administered correctly and results be interpreted and used properly.

The pre-test workshops offered in January and February of each year will cover the procedures for receiving, distributing, administering, and returning test materials, with an emphasis on their security. The August post-test workshops will give information and practice in the interpretation of results. California Standards Tests, CAPA, STS, CMA, and norm-referenced tests (NRT) overlap in the pre-test procedures and in similar interpretation of results.

In addition, separate CAPA pre-test workshops will employ a train-the-trainer model for the administration of CAPA, with practice using manipulatives, stimulus cards, giving cues and scoring according to the rubrics, either for Level I or for Levels II–V. Consistency in the administration of CAPA helps assure reliability of the assessments. ETS will issue certificates of completion for the training and templates for district coordinator trainers to issue to CAPA examiners.

Workshop locations. The workshops will be held in a variety of locations across the state. ETS works with County Offices Of Education, which provide facilities for the workshops at no cost to the State.

Description of Materials to be used in the Presentation

ETS will have videos made for pre-test and for CAPA administration.

ETS will create the following materials for pre- and post-test workshops and post them on startest.org:

- Pre- and Post-Test Manuals distributed at workshops or shipped to non-attending district STAR coordinators
- Guides for the STAR Management System, posted on startest.org
- MS-PowerPoint slides
- Quizzes and handouts

ETS will produce a pre-test video and will update it as needed. ETS will also produce a Web cast of the pre- and post-test workshops.

Videotransform, Inc., will duplicate tapes, formatted in both VHS and DVD and distribute them to districts. Starting in 2007, **ETS will distribute all the videos as either VHS or DVD**, based on districts' requests, with enough for each site. At first (2006–07 school year), districts will express their preference for DVD or VHS in an e-mail ordering procedure, and in future years, through the STAR Management System.

Starting in 2007, ETS will arrange for closed captioning, even if it is not available until after workshops begin, and will let districts request these special versions of the videos.

All workshop materials will be approved by the CDE prior to their use.

2. G. California Reading Lists for the CSTs

The California Reading Lists (CRL) can be found on the CDE Web site *www.cde.ca.gov/ta/tg/sr/readinglist.asp.*

ETS will make available the California Reading List on the Internet. ETS will update and revise this list with new reading material, grade-level ranges and annotations as requested by the SBE. Such materials will be added to the list upon the approval of the SBE. The updated California Reading List will then be posted on the California Reading List Web site.

ETS will provide an index that correlates the ranges of pupil scores on the California English-Language Arts (ELA) CST to materials that would be suitable for pupils in Grades 2 through 11.

ETS will also provide a mapping of the California Reading List to the California content standards. This will be delivered as a Technical Report to the CDE during 2006. ETS will make any other changes to the CRL that the SBE or future development requires.

2. H. Released Test Questions

ETS assessment specialists will select 25 percent of the core operational items from each administration for each grade and subject area of the CSTs, CAPA, STS, and CMA for release annually. The numbers of items to be released annually for each grade and subject area are shown in the tables below.

Table 2. CSTs Number of Items to be Released

Test	# of Operational Items per Form	# of items to be released following administration
ELA Grades 2 and 3	65	16
ELA Grades 4–11	75	19
Writing Grades 4 and 7	2	2
Math Grades 2–7 and all specific subject tests	65	16
Science — All grades and subject tests	60	15
History-SS Grade 8	75	19
History-SS Grades 10 and 11	60	15

Table 3. CAPA Number of Items to be Released

Test	# of Operational Tasks per Form	# of items to be released following administration
ELA-— Levels I–V	8	2
Math — Levels I–V	8	2
Science — Levels I–V	8	2

Table 4. CMA Number of Items to be Released

Test	# of Operational Items per Form	# of items to be released following administration
ELA Grades 2 and 3	65	16
ELA Grade 4–11	75	19
Math Grades 2–11	65	16
Science Grades 5, 8 and 10	60	15

Table 5. STS Number of Items to be Released

Test	# of Operational Items per Form	# of items to be released following administration
ELA Grades 2 and 3	65	16
ELA Grades 4–11	75	19
Math Grades 2–7 and all specific subject tests	65	16

ETS assessment specialists will select each set of items for release such that each set of released questions is representative of the various content measured by items on the operational tests. In addition to assuring that the released questions measure a variety of content standards, ETS assessment specialists will make certain that each set of released questions represents the realistic range of difficulty for the items on the test, as well as the variety of types of questions used for measuring various skills.

ETS assessment specialists will use the following criteria to select operational items for release following administration.

- Overall quality of the test item
- Accuracy and clarity of wording and content
- Strong match to the identified content standard and construct
- Statistical reliability of the item
- Range of difficulty
- Representation of a variety of standards and overall blueprint distribution
- Representation of the various components of the standards
- For ELA, any permissions issues pertaining to passages being published on the Web

Because many publishers are reluctant to grant permission for general Web release of their product, such as passages used in ELA assessments, ETS assessment specialists for ELA will choose released items that are associated with passages for which they know Web permissions can be acquired or are not necessary. This will assure the most reliable and representative possible release of ELA items following each operational administration.

For each multiple-choice question recommended for release, ETS will include information about the standard that each item is designed to measure, as well as the correct answer response or item key.

For released writing prompts at Grades 4 and 7, ETS will provide sample student responses illustrating each possible score point in the rubric.

All items, associated data, and sample student responses selected for potential release will be submitted for review and approval to the CDE. The SBE and CDE will approve any and all items for public release. Once items are approved for release, ETS will label them as “released” in the item banks, so that they will no longer be considered for inclusion in any California assessment.

Items will be released only in an electronic format in an HTML format on the CDE Web site.

Communication Plan for Released Test Questions

By June 1, 2006, ETS will submit for approval a communication plan to the SBE staff and test liaisons and CDE regarding Released Test Questions. This plan will include:

- A summary of the types of questions cumulatively released to date and summary of projected number and types of items released in the future;
- Draft print materials addressing the needs of teachers, parents, and the general public regarding understanding of released test questions and how they are useful for understanding the STAR testing program
- Outline of training sessions to be provided by ETS

- A schedule of training sessions subsequent to annual release of test questions. Participants in these workshops will be teachers and local school administrators. The training sessions will also be Web cast and available on the STAR public Web site (see section 2.J) for public viewing.
- A draft letter for SBE/CDE signature that can be sent to statewide organizations (e.g., ACSA, CSBA), legislators, and the general public announcing the availability of the released test questions.

In the development of print materials, ETS will survey other states and incorporate best practices into material development. ETS will also conduct focus groups separately with parents and teachers in conjunction with local training sessions. The purpose of the focus groups will be to obtain feedback on the clarity and usability of materials and guide the design and development of the materials for the coming years.

Both STAR TAC staff and COE STAR liaisons will be trained in handling inquiries about the released test questions.

ETS will be prepared to make a presentation to the SBE at one of their regularly scheduled meetings on Released Test Questions and the results of the ongoing communication plan.

2. I. Communicating About Performance Levels

To enhance understanding of the California testing program, ETS will link the performance levels directly to released test questions (RTQs). This linkage will be based on test statistics and address the question “What kind of achievement is represented by each performance level?”

2. I1. Method to Illustrate Meaning of Performance Levels

In order to give educators, parents, policy-makers, and taxpayers an understanding of the level of knowledge and ability a student must demonstrate to be considered Basic, Proficient, or Advanced, ETS will work with SBE staff and testing liaisons, the CDE, and the ARPs to determine the appropriate data and text that should accompany existing and future released test questions.

As a first step, ETS will gather models from any other states that have linked their RTQs to performance data and present this information to the State as potential models for consideration.

ETS will also present details about how data are linked to National Assessment of Educational Progress (NAEP) released items by ETS and the National Center for Education Statistics (NCES), so that SBE staff and testing liaisons, the CDE, and the ARPs can also use NAEP models as a springboard to decision-making. One NAEP model, a NAEP “item map,” is attached to the Scope of Work as representative of the kinds of ideas ETS will present during this first step. The item map would locate released questions on the test scale, to show what kind of achievement is expected for Basic, Proficient, and Advanced students.

A second NAEP model, illustrated in the table below, will also be presented for consideration. This table would give stakeholders an understanding of the percentage of students who answered each released item correctly, again illustrating what proficiency and other performance levels mean.

Table 6. NAEP Model 2

	Multiple Choice Released Test Question			
	Percentage Correct			
Overall Percentage Correct 73	**Below Basic**	**At Basic**	**At Proficient**	**At Advanced**

A third NAEP model is illustrated in the next table. This table is a distractor analysis for released items, showing, by percentage, which incorrect choices were attractive to students. This information also can be disaggregated according to the Basic, Proficient, and Advanced performance levels, again giving stakeholders a better understanding of what kind of achievement is represented by proficiency and other performance levels.

Table 7. NAEP Model 3

	Multiple Choice Released Test Question Percent Choosing Each Answer Choice					
	Average Score	**A**	**B**	**C***	**D**	**Omit**
All Students	60	3	14	60	11	-
Below or At Basic	50	4	17	50	12	1
At or Above Proficient	61	3	12	61	10	1
At or Above Advanced	68	1	13	68	7	-

Following initial presentation of these and other models, ETS will make specific recommendations and present draft samples for consideration by the SBE staff and testing liaisons, the CDE, and the ARPs.

Next, ETS will survey other states and incorporate best practices into material development. ETS will also conduct focus groups separately with parents and teachers in conjunction with local training sessions. The purpose of the focus groups will be to obtain feedback on the clarity and usability of materials and guide the design and development of the RTQ materials.

ETS will then work closely with the SBE staff and CDE to develop a model for final sign-off by all state representatives. After sign-off, ETS staff will create the new RTQ files for distribution and posting on the CDE Web site.

2. I2. Plan for Developing and Distributing the Final Product

ETS will work with the CDE and SBE staff to design and implement a plan for publishing and distributing released test questions, based on the information described in section 2.I1 of this scope of work, that will address the needs and satisfy the questions of California's parents, educators, policy-makers, and taxpayers. Whichever method of release the CDE and SBE prefer, released test questions will clearly describe and illustrate for the public the level of achievement on the content standards that the State expects of proficient students.

Communication Plan for Illustrating the Meaning of Performance Levels

By June 1, 2006, ETS will submit for approval a communication plan to the SBE staff and CDE regarding performance levels. This plan will include:

- A summary of the types of questions cumulatively released to date and summary of projected number and types of items released in the future.

- Draft print materials addressing the needs of teachers, parents, and the general public regarding understanding of released test questions and how they are useful for understanding the STAR testing program.
- Outline of training sessions to be provided by ETS.
- A schedule of training sessions subsequent to annual release of test questions. Participants in these workshops will be teachers and local school administrators. The training sessions will also be Web cast and available on the STAR public Web site (see section 2.J) for public viewing.
- A draft letter for SBE/CDE signature that can be sent to statewide organizations (e.g., ACSA, CSBA), legislators, and the general public announcing the availability of the released test questions.

Both STAR TAC staff and COE STAR liaisons will be trained in handling inquiries about the meaning of performance levels.

ETS will be prepared to make a presentation to the SBE at one of their regularly scheduled meetings on the meaning of performance levels and the results of the ongoing communication plan.

2. J. Assist schools and districts analyze grade-level and course results.

ETS will develop materials and strategies to assist districts and schools in the proper usage and interpretation of STAR Program test scores. These will include:

1. A post-test guide that explains the types of scores produced and what they mean. The outline of this guide is provided in the table of contents of the *2005 Post-Test Guide Technical Information* provided in the following table:

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2. A set of post-test workshops each August that provide an in-depth explanation of each component of the STAR assessments. An outline of the 2005 Post-Test Workshop is provided in the following table as a template for future workshops:

Outline
Post Test Workshop 2005

Objective:
District Coordinators will interpret and communicate STAR results.

I. Intro	8–8:30
A. Registration	
B. Welcome and introductions to people	

C. Objectives and agenda	
D. What's new?	
II. Psychometrics	8:30–8:50
A. Year-to-year comparison: Do's and don't's	
B. Interpretations for individuals	
C. Cluster scores	
III. AYP/API Interpretations	
III. Aggregate Reports (including Internet)	
A. What's new?	
B. How to interpret?	
C. Communicate	
1. To administrators	
2. To evaluate programs	
IV. Individual and Teacher Reports	
B. What's new?	
Student report: **How can I use these STAR Program results? More about the STAR Program (if no NRT), Clusters: percent correct, compared with percent correct of proficient students statewide.**	
Labels: CAPA also this year.	
C. How to interpret	
Proficient and above or not	
Areas to focus on	
Not: scaled score of student previous year	
D. How to communicate	
To parents	
To teachers	
VI. Writing test: Identify how writing tests are scored.	
A. Overview of writing in large scale assessments	
B. Readers	
C. Prompts	
D. Anchor sets with training papers	
E. Resources with releases	
VII. Summary	

3. A series of onsite visits to the largest districts in the State as well as individual County Offices of Education (COE) to provide additional consultation about score interpretation. A schedule of district and COE visits will be provided by July of each year to CDE and SBE staff. District visits will be targeted at larger districts; COE visits will be targeted at groups of smaller districts brought together at the COE. The COE visits will be part of the strategy discussed below.

4. Web-based resources, including the *Post-Test Guide* and questions/answers from the post-test workshops; these will be features of startest.org.

5. Web casts of workshops that can be viewed on demand by local district personnel. An outline of such a Web cast is provided below :

Outline

Post-Test Workshop Web Cast 2005

Objective:
District Coordinators will interpret and communicate STAR results correctly.

Topic	**Estimated Time**
I. Intro	
A. CDE staff	7 minutes
a. Welcome	
b. Importance of STAR and results	
c. Encouragement to use results and use correctly	
d. CAHSEE workshop in afternoon	
e. Intro to presenters: ETS Staff	
B. Objectives and agenda	15 minutes
f. E-mail questions to be answered at breaks	
g. Quiz	
C. What's new?	7 minutes
h. Cluster score comparisons on student and teacher reports	
i. Grade 5 science clusters reported	
j. California Reading List Number based on CSTs	
k. Ethnicity added to Subgroup Summary	
l. Braille not indicated on individual reports	
II. Statistical Theory	30 minutes
A. Year-to-year comparison: Do's and don't's	
B. Interpretations for individuals	
C. Cluster scores	
III. Aggregate Reports (including Internet)	60 minutes
A. Common data	
1. Number enrolled	
2. Number Tested	
3. Number Valid Tests	
4. Performance Levels: percent proficient	
5. Mean Scale Score	
B. Reports	
1. Student Master List Summary	
a. By grade	
b. List subjects	
c. Writing abbreviations	
2. End-of-Course Master List Summary: Math and Science	
3. Subgroup Summary	
a. Disabilities	
b. Economic status	
c. Gender	
d. EL Fluency	
e. Ethnicity	
4. Group Summary: CAT/6 Survey	
a. If tested at Grades 3 and 7 only	
b. Compare percentiles to previous years	
5. Unmatched Report	
a. Grade 3, books 1 and 2	
b. Grades 4, 7: writing to MC	
6. Internet	

a. Levels: state, county, district, school, group, subgroup
b. Number and percent of tests
c. Mean scale score
d. Percent at each performance level

C. Communicate
1. To administrators
2. Demo with template
a. Resource: SMLS, Subgroup Sum
b. Average percent correct 2004 vs 2005
ii. By grade
iii. By subgroup
c. What increased, what decreased, what increased the most?

IV. AYP/API — 30 minutes
A. Goal of assessments
B. API: definition, based on what, and how used
C. AYP: API: definition, based on what, and how used
D. Participation rates
1. How to determine what's significant
2. Subgroups
3. How box 26 contributed to participation

Break — 20 minutes
E-mail questions
Question and answer

V. Individual and Teacher Reports — 60 minutes
A. Common data
1. Performance levels
2. Cluster comparison to proficient
B. List and Labels
1. Label: for student's permanent records
2. SML: to see all students in one admin; CAPA in last admin
C. Student reports
1. CSTs
a. Scale score as bar graph: target 350
b. Cluster scores
c. CRL
d. Other resources
2. CAPA
a. Scale score as bar graph: target 35
b. Description of performance levels
D. Teacher reports
1. Summary reports by group (teacher/classroom), grade, math EOC
2. Compares clusters to scores of students in state, district, and to proficient student scores.
3. Compares performance levels across subgroups
4. Compares subgroups this year and last year
5. Other resources
E. How to interpret

1. Proficient and above or not 2. Areas to focus on 3. Not: scale score of student previous year F. How to communicate 1. To parents a. Resources: Translation guide; Appendix A b. Emphasize target of proficient c. Cluster: How close to proficient i. Work on one farthest from proficient 2. To teachers a. Resource: SMLS, Teacher Report b. Cluster: Average percent correct compared to average percent correct by students who scored proficient on test.	
Break	20 minutes
E-mail questions Question and answer	
VI. Writing test: Identify how writing tests are scored. F. Overview of writing in large-scale assessments G. Readers H. Prompts I. Anchor sets with training papers J. Resources with releases K. New layout for 2006	60 minutes
VII. Summary A. Quiz answers	7 minutes
Question and Answer	20 minutes

Role of the County Offices of Education

ETS will provide a “County Office of Education STAR liaison” function in each the 11 county regions in the state. The COE staff member who takes on this function will be trained by ETS to provide training on various technical and operational aspects of the STAR program, including, ordering tests, administering tests, interpreting scores and understanding score reports. The specific duties of a COE STAR liaison may vary from region to region depending on the assessed needs of the districts in that region. By May 2006, ETS will define the role of each of the COE STAR liaisons. These functions and deliverables will be reviewed by SBE staff and liaisons and CDE prior to finalizing. ETS will budget for logistics and training costs to support this collaboration with the County Offices of Education.

During the first quarter of the new contract period, ETS will work with the SBE staff and CDE to formalize a plan for specific STAR activities in each region. ETS will develop a separate scope of work for each of the eleven regions specifying dates, training activities to be provided by COE STAR liaison, support to be provided by ETS, and deliverables.

The goal of the COE STAR liaison will be to extend the training to districts provided by STAR to each district in the state that requests assistance, regardless of size or location.

ETS will use the scheduled pretest and posttest workshops as “train the trainer” opportunities for COE STAR liaisons. ETS will provide all training and master copies of materials needed for COE STAR liaisons to provide training on their own. An ETS program manager will be in charge of the COE STAR liaisons and communicate with them regularly via phone, e-mail and onsite to assure the quality of their training and the information they provide to schools and

districts. In addition to their own training, COE STAR liaisons will have access to STAR staff via videoconference and audio-conference to assist in school and district presentations.

In addition to the COE STAR liaison initiative, ETS will work to leverage the COE special education mission, including the Special Education Local Plan Area (SELPA) network to implement the CAPA portion of training and technical assistance to districts.

Development of a Comprehensive Communication Plan

ETS will support the SBE and the CDE in communicating key STAR Program deliverables (including score results), events, and procedures to school districts.

Communications to Teachers, Parents, and the General Public

ETS will support the SBE and the CDE in communicating the important role of the State's testing program to teachers, parents, and the general public. Specific activities will include:

1. ETS will design and host a Web site to present information about the STAR assessment to parents, teachers and the general public. This Web site will provide such information as:
   a. Released test questions with explanatory text
   b. Links to the Content Standards
   c. Explanations of parent and teacher reports
   d. A "Question and Answer" function to provide specific feedback on specific inquiries
2. ETS will work with the SBE and the CDE to disseminate the print materials widely across the State to parents, teachers, and the general public. Moreover, ETS will work with the SBE staff and liaisons and the CDE to devise a strategy for utilizing the Web site and encouraging more people to use it.
3. ETS will conduct grassroots outreach efforts in areas where the SBE staff and liaisons and the CDE deem appropriate. These efforts would include working with individual districts and parent or community groups to help the targeted populations better understand the testing process.
4. In conjunction with the County Offices of Education, ETS will staff and conduct regional forums to better inform parents and the general public on how to better understand the score reports (and to empower them to make better use of them). These forums would be coordinated to coincide with the release of the STAR results.
5. ETS will work in conjunction with the SBE, the CDE, the Superintendent of Public Instruction, the Office of the Secretary of Education and members of the California State Legislature to further enhance communications and raise awareness of the test by releasing public service announcements.
6. All content of the communications, under the communications plan with districts and the public regarding the STAR Program, must first be approved by the CDE and the SBE staff before being disseminated.

Additional costs to complete these activities are contingent upon approval by CDE and SBE of a contract amendment and upon sufficient funds being made available by the Legislature in future fiscal years.

Communicating Public Opinion Research and Policy

ETS will support the SBE and the CDE by providing key educational policy research and public-opinion survey research related to SBE-defined key issues facing California. ETS will disseminate research and survey data as deemed necessary and appropriate by the SBE. Potential research topics shall be determined by SBE staff and liaisons in consultation with the CDE.

3. Component Task 3: Test Security Measures (CST, CAPA, CMA, STS, NRT)

3. B. Security Breach

3. B1. Plan for Working with School Districts Proactively

ETS will perform security audits at selected test sites throughout the State. The purposes of the audits are to make certain no breaches have occurred and to document breaches that are observed.

Examples of security breaches include, but are not limited to:

1. Removing test materials from testing locations
2. Test examiners' sharing test questions and losing secure test materials
3. Missing test booklets before or after a test administration
4. Photocopying secure test materials
5. Failure to follow published test administration procedures.

Audits will be performed before, during and after the administration of the STAR assessments to monitor how closely site coordinators and administrators are following the required procedures as listed in the *STAR District and Test Site Coordinator Manual* and the *DFA*s.

The ETS Office of Test Integrity will conduct workshops to train auditors to properly conduct all required audits of STAR test sites. These workshops will be conducted in Sacramento and Los Angeles, CA. ETS will conduct additional training via one-on-one phone training and/or Web-based training. The auditors will conduct audits according to the principles and procedures published in Responsibilities of Test Site Auditor and will use the standards prescribed in the *STAR District and Test Site Coordinator Manual* and the *Directions for Administration* for the evaluation. School district test coordinators and superintendents will be notified at least one week in advance of an audit visit.

ETS will plan to conduct 100 audits per year:

- 25 pre-test
- 60 during testing
- 15 post-test

In addition, the Customer Care Coordinators will visit the stated number of sites in these time periods to supplement the audits:

- March (for writing tests): 10 sites
- April: 5 sites
- May: 5 sites
- June: 3 sites
- July: 2 sites

Pre-Test Audits. Audits before test administration will occur one to ten days before the site begins testing. Auditors will examine the locked condition of testing materials and whether examiners have received training. They will also visit classrooms to assure that no teachers have tests (except CAPA administrators who are allowed to review the CAPA Examiner's

Manual during the week before testing). Teachers should not be preparing students for answering STAR questions other than the use of practice tests in Grades 2 through 4.

The visits that occur before the first day of testing will assess test administration planning and test booklet security. The auditor will examine:

1. The handling of test materials at the test site after they are received from the district office
2. Secured storage area where confidential test material is stored
3. Test booklets

Audits during testing. The purposes of auditing during test administration include assessing test administration planning, staff performance, test booklet security procedures, and the testing room environment.

During administration, auditors will visit classrooms to determine whether teachers are:

- Setting up classrooms correctly — all test takers side-to-side facing the same direction with a minimum of three feet spacing, with no materials (posters, chalk content) that may hint at answers.
- Following directions in DFAs and reading “SAY boxes” completely.
- Assuring that the pre-identified or previously-used answer document goes to each correct student.
- Not reading questions, nor answering them for students (except Grade 2 Math questions).
- Collecting all testing materials after each testing period.
- Never leaving testing materials in unlocked rooms, but turning in test materials to the site coordinator each day.
- Assuring that students are not copying or cheating in any way.

Also during testing, auditors will see whether the test site coordinator:

- Accounts for all test materials at all times.
- Locks any test materials not in use.
- Packs scorable materials separately from non-scorable materials.
- Makes arrangements to return all materials to the district no more than two days after testing.

Post-test. Post-testing audits are designed to assure that proper procedures are followed for the return of test materials. Auditors will visit one to two days after the make-up testing period in a school. After testing, auditors will assure that no materials are remaining in the school.

The auditor will:

- Verify that all test booklets were returned to a secure storage location.
- Evaluate the timeliness and adherence to published procedures for packing materials for return shipment.
- Count the test booklets to determine if all were returned.
- Evaluate the process of transporting tests and other testing materials from the test site.

- Evaluate the secure storage of materials at the district before they are picked up by the courier for shipment to the STAR Processing Center.

3. B2. Process for Conducting Investigations of Security Breaches

ETS will conduct an investigation of any security breach that may compromise the STAR Program. The primary task will be to lead any investigation of a confirmed security breach.

An investigator from the ETS Office of Testing Integrity will be available within 48 hours to handle security concerns related to the administration of STAR.

Investigations will include interviews with examiners, students (at the discretion of the district), test site coordinators, and any others who had access to the test booklets. These investigations will attempt to determine the identity of those involved in the incident, recover the missing material, and assess the extent to which the test content was compromised.

If anyone attempts to steal test materials, ETS will:

- Confirm the incident with the examination proctor and others identified in the report
- Interview the test site coordinator
- Submit findings to the CDE

The investigation of security breach reports will include:

- Time and date of investigation
- People interviewed
- Findings of interviews
- Steps taken

By request, the ETS Office of Testing Integrity will conduct an immediate onsite investigation in response to security breaches. As required, CDE approval will be obtained prior to the investigation. Within five days of being informed of a security breach, the ETS Office of Testing Integrity will investigate and report results to STAR management. When necessary, immediate reports will be provided by telephone and/or e-mail.

Reports. Auditors will immediately report any breaches to STAR management who will immediately notify the CDE. Auditors are required to file an online site visit form within three days of the site visit. Customer Care Coordinators will also follow that deadline. The ETS Office of Testing Integrity staff that conduct site audits will be required to file a site-visit form within two days of returning to their office.

The ETS Office of Testing Integrity will review each audit report and summarize the findings to arrive at an overall assessment of the test site or district office. The assessment will be calculated by adding up the points recorded on the evaluation report. The final assessment will be reported as “Acceptable,” or “Improvement Needed.” The ETS Office of Testing Integrity will send the completed summary report to STAR management no later than 10 working days after the test administration.

ETS STAR management will then deliver a monthly executive summary for the CDE and SBE staff. The executive summary will show:

- The number of sites visited in the time period
- A list of the sites and their rating
- An indication of which sites had possible breaches
- A summary and outcome of the breaches

5. Component Task 5: Electronic Item Bank, Data Management, and Documentation (CST, CAPA, CMA, STS)

The timeline for item banking activities can be found in lines 205–242 in the STAR Schedule Project Deliverables and Activities in Section 1. A.

5. A Item Bank

ETS currently provides and maintains the electronic item banks for several of the California assessments including the California High School Exit Examination (CAHSEE), California Standards Tests (CSTs), California Alternate Performance Assessment (CAPA) and Standards-based Tests in Spanish (STS). CAHSEE, CST and STS are currently consolidated in the California Item Banking system. CAPA exists as a stand-alone item bank and will be consolidated into the California Item Banking system. The New Alternate Assessment (California Modified Assessment, CMA) items would be added as a new assessment to the bank.

ETS will work with the CDE to obtain the data for those assessments under contract with other vendors for inclusion into the item bank, using the tools previously developed.

The consolidated item bank will house all CST, CAHSEE, CAPA, CMA, STS and CELDT items and associated statistics by assessment. While ETS will retain ownership of its proprietary software, the item bank and the customized version of the software will be owned and copyrighted by the CDE. The enhanced item banking software will support the full functionality described below.

ETS will redesign the look and feel of all the screens of the item bank in order to make it more consistent with the larger STAR suite of applications. Retrieval of data and movement between screens may also be enhanced, with CDE approval, to improve navigation.

ETS will provide the item banking application using the LAN architecture and the relational database management system, SQL 2000, already deployed. In addition, an MS-Access version of the database will be provided to the CDE.

The software will be consistent with the technical environment of the CDE and interface with all standard MS-Office tools such as Access, Excel, and Word, and will output items to commercial software such as Adobe PageMaker/Illustrator, In-Design, or Corel Draw. The application itself will use standard commercial software tools.

ETS will provide updated versions of the item bank to the CDE on an ongoing basis. ETS will work with the CDE to determine the optimum process if a change in databases is desired.

5. A1. Item Requirements

Data maintained in the electronic item bank will include the following:

- **Unique item identifiers.** Each item will have a unique identifier that is established when the item is first written and is consistent with the item identification system currently in use by the CDE and ETS. This identifier stays the same for all drafts of the item. In addition, inherited legacy items will retain their previous item code in a separate field within the database. Only the current draft of an item exists at any point in time in the item bank.
- **Graphics.** Graphics will be stored in standard formats such as .jpg, with math equations created through MathType. If requested, they will also be delivered in .gif or .tif file formats.

Graphics will be maintained in their native format and will be re-scalable. Graphics files will be stored separately and accessed through the item bank application via file pointers.

- **Items Data, Reading Passages and Copyright.** Specification data associated with each item such as grade, assessment level, and content/expectation classifications will be included in the bank. All item text and graphics, including item stem (with braille versions where appropriate), distractors, and links to artwork and passages; item-format data such as response type (multiple-choice and constructed-response, for example), answer key, and scoring rubric/sample responses; links to item writers and item reviewers; and item review comments or results will be included. Copyright information including permissions, expiration date, and type of usage will be included for all passages. All copyright permissions and expirations will be reported to the CDE for review.
- **Item Statistics.** As field-test and operational forms are administered, ETS will load the statistics into the item bank. The item bank will provide for the maintenance of data as requested and approved by the CDE for all administrations of each item. Examples of data elements included are:

  a. *test form data* such as form designation, position on form, administration date, field-test/operational test designation, and anchor/linking designation

  b. *classical statistics for multiple-choice items*, such as n counts, *p*-value, biserial, point-biserial, biserial and/or point-biserial by distractor, distribution of responses by distractor, omit, not-reached, and double-grid for multiple-choice items

  c. *classical statistics for constructed-response items*, such as mean, standard deviation, and score distributions

  d. *IRT statistics*, such as difficulty, discrimination, guessing, standard error, and model fit

  e. *DIF statistics*, such as focal and reference counts, DIF values, and flags for each focal group

  These will be loaded into the item bank, quality-controlled through summary statistics reporting and manual inspection of sample records, and delivered to the CDE according to the schedule for each assessment.
- **Item status.** The item bank will have both an availability indicator and an item status with an associated date and comment area. The availability indicator identifies whether the item is available for use or not and the status further describes the current state of the item in the process. The status of the item or passage will track its current state in the process, from development through review, field testing, operational use, and release. Rejected items, released items, and items that do not meet statistical specifications will be clearly identified so they are not inadvertently included on subsequent test forms. Statuses and availability are updated programmatically as items are presented for review, reviewed and accepted or rejected, placed on a form for field testing, presented for statistical review, and used operationally. Rejection and release of items requires approval and is monitored and quality controlled.

5. A2. Capabilities

The item bank will provide the capabilities that a test developer or psychometrician might need to maintain a testing program:

- **Item Card.** The item banking software will provide a variety of standard reports in addition to the export of data that is already in place in the software today. An item card report will be produced that will model the standard item card that is printed for assessment review panel meetings. The basic information printed will be the unique item identifier, stem and

distractors. In addition, other components can be selected to print with the item such as a standard set of item statistics, a listing of the associated graphics, manipulatives for CAPA items, and associated passages. A separate passage report will also be available. The exact layout and components will be decided upon in conjunction with the CDE. This feature will be constructed so that additional reports can be added when desired.

- **Item Comments.** Users of the software will be able to add and view comments on individual items. Item comments are available in the current item bank and are populated by ETS with Assessment Review Panel comments for items that are presented for review. In addition, the CDE can add comments to an item. This is the only editable area in the application where data is stored in the item bank.
- **Item Search/Selection.** The item banking software will allow the CDE to search for and select items by all specified criteria including content, test administration, statistical characteristics, and Boolean combinations of data comparisons on all fields in the item bank. Once a group of items is selected, the user will be able to view item data in various ways. Selected items will be displayed on screens approved by the CDE.
- **Form Development, Analysis, and Transfer.** Since items are selected while creating a form, the item bank system will provide running tallies of items and their match to the blueprint, statistical summaries (for example, distributions of *p*-values, point-biserials, keys, cognitive levels and fit), and IRT information, standard error, and test characteristic curves. The curves can be analyzed based on the total number of items in the test or any portion thereof. The CDE will be able to create new forms that conform to appropriate test specifications/blueprints using the form planners which can be exported to MS-Excel by one user, transferred, and imported back into the bank or the replicated bank for use by another.
- **Assessment-specific Requirements.** The California Item Banking system will be able to handle differences between assessments while housing them in the same database application. The software will be able to house classifications and blueprints in different formats, report statistics and statistical fields between assessments in different ways, and display data available in one program but not another, such as manipulatives. The underlying database structure is common to all, although all assessments may not use all data fields. This will allow for differences between items developed for different testing programs including but not limited to standards, frameworks, reported statistics, manipulatives, and item classifications. The application and how the data is used and displayed will be completely configurable. Because of the differences in classification and the uniqueness of each individual assessment, items will not be able to be viewed across assessments. Rather, they are unique and available only within one assessment. The combination of multiple assessments, unique items within an assessment, and the ability to access all assessments individually comprises the consolidated item bank.
- **Item Bank Content Summary.** The software will provide summary analyses and printed reports meeting the CDE's specific needs including identifying the number of items in the bank by classification data such as test, domain, content area, grade/level, reporting category, and standard.

5. A3. Item Bank Delivery

In addition to CST items, the consolidated Item Bank will contain items from the CAPA Program, the CELDT Program and the new CMA and STS components of the STAR Program. CAPA is currently a stand-alone application but will be added as a separate program into the existing item bank, and STS is a new assessment added recently to the consolidated bank as well. CELDT is also a stand-alone application that was populated via an external ETS-

developed process and can be continued in that fashion. CMA will be a new assessment added to the consolidated bank. Updates to the database, application and images will be delivered to the CDE or their authorized agent via CD-ROM.

5. A4. Technical Standards

Data will first be loaded into MS-Excel spreadsheets by the test contractor. Quality controls procedures will then be run against the data to assure accuracy and check for validity before being loaded into the item bank. Then, once loaded, the data is again quality-checked using the same routines that run against the SQL 2000 database. As necessary, ETS will work with the CDE and ETS's test contractors to discuss any changes in format or delivery.

5. A5. Stand-alone Version

A fully functional version of the item bank in MS-Access, configured for a stand-alone PC, will be delivered with every update of the consolidated item bank. There will be no application differences between the multi-user LAN version and the MS-Access stand-alone version. While the application requires a secure login and password, two additional levels of security will be implemented. The first level will be at the CD-ROM level, where the CD-ROM itself is password-protected when it is written. The second level will be at the database level, and the database will be password-protected and encrypted to prevent unauthorized persons from accessing the database even if the user front-end is bypassed. ETS will secure full rights of distribution for run-time components of the tools used in the item bank application outside of MS-Office and Adobe Acrobat.

5. A6. Item Bank Update and Delivery Schedule

Monthly deliveries of data will be scheduled according to test development, administration, statistical analysis and form development schedules for each of the assessments. Updates to assessments will be combined across programs as much as possible. ETS will be responsible for both refining the application during its initial deployment and maintaining the software and the database over the life of the contract. In addition to database updates, subsequent versions of the item bank software that incorporate needed changes identified by the CDE will be delivered. A release methodology will be employed to document and track all updates. This will allow data updates and software changes to be implemented as a single release.

An item bank log will be created that tracks all software changes related to the item bank in a single document by assessment. This document will also contain the release number of when the software change was implemented. In addition, a release document will be prepared that will designate the data updates occurring in each release, along with the software changes that will be delivered. This document will be published on the CD-ROM with each update of the software.

ETS will provide routines and database updates so that only database changes and additions are included in updates. Additional quality control procedures will also be developed to assure that the databases are the same after the replication of changes at ETS and the CDE.

5. A7. Quality Control

ETS will employ extensive quality control procedures, involving both automated reasonability checks and counts and careful manual inspection, to make certain all data are accurate and complete. Quality control processes will also be run against all images to assure that all items have an image in the bank and that all art required by the item is present in the bank. When graphics are modified, all items containing that modified graphic will be reassembled and updated in the item bank.

In addition to testing for specific changes to the database and software before delivery of updates, ETS will execute a regression test to assure that there are no unforeseen problems

as a result of changes made. This same test plan will be created in conjunction with the CDE and ETS test development staff. This test plan will be updated to include software changes as they occur. ETS will provide the results of the testing to the CDE for review.

5. A8. Prepare Summary Reports

ETS will provide the CDE with summary analyses and reports based on data in the item bank. Any data in the item bank is available for reporting and ETS Item Banking staff will work with the CDE to identify the data requested, report format, and timeline. A report request will be designed for CDE use to outline the basic request and timeline. ETS will then have a document from which to begin preliminary design and use as a basis for discussion so that the specific needs are documented and understood in order to deliver the desired outcome.

5. A9. Year-End Data Delivery

The year-end data delivery will be handled in the same fashion as a normal database update and would be a scheduled release and part of the delivery schedule described in Section 5. A6. At this time, all items and statistics would be updated in the item bank. A stand-alone item bank in MS-Access would also be delivered. All documentation including data loading procedures, data delivery specifications, item bank table relationship and field definitions, and user directions will be included in addition to the normal database delivery. Other data formats for export will provided on request.

5. A10. Product Licenses

ETS will secure a perpetual run-time license for all the software that is used in the California Item Banking system and will provide that with the application so that any user with MS-Office can run the application. Those third party licenses will be provided to the CDE during the term of the contract so that the CDE can run the application with MS-Office. The CDE owns the customized version of the software that was designed specifically for the CDE with State funding. In order to modify the code or table structures within the system's currently licensed software, the CDE must purchase developer licenses. These licenses are not transferable and cannot be purchased by any party other than the system owner (CDE). The CDE owns the customized version of the software as developed; however, ETS has a patent pending for the underlying proprietary software that has been previously developed and is owned and copyrighted by ETS. Should this contract transition to a vendor other than ETS, the CDE can continue to use the customized system on a perpetual basis but because of the underlying patent, the competitive vendor cannot resell or reproduce the system.

5. A11. Initial Installation

ETS will complete installation of the fully consolidated item bank by the May 1, 2006 required delivery date. The following are the major tasks that will be carried out to build the initial installation of the item bank and the software application:

- **Item bank specifications.** ETS staff will meet with CDE staff to determine detailed requirements for the enhancements to the item bank and the process for creating, maintaining and updating it, specifically from other contractors. The purpose of these meetings is to determine what if any new data elements should be included in the item bank, what additional software functions are required to maintain and retrieve information from the item bank, design of the item card and other reports, and approval of the new screen style which will follow the other CDE STAR applications. The deliverables from this task will be data element definitions, functional application specifications, reporting specifications, a description of the database maintenance process, and technical documents including a detailed quality plan, deployment plan, communications plan, risk management plan, final project plan and schedule, technology environment architecture, and test plan. These documents will be completed by January 30, 2006 and submitted to

the CDE for approval before software development begins. Approval of these planning and design documents is assumed by February 28, 2006.

- **Application development.** ETS will modify the database (logical and physical design) as agreed upon, design and develop the software modifications needed to maintain the database and retrieve information from it, and thoroughly test the application. The deliverable from this task will be a beta version of the re-designed application to be submitted to the CDE for approval. The design will be based on ETS's proprietary item banking technology and the current customized item banking system owned by the CDE. The beta version will be submitted to the CDE by April 30, 2006.
- **Conduct training and acceptance testing with CDE staff and revise item bank as needed.** ETS will develop an updated user manual for use of the software and will conduct a training session to make certain CDE staff are comfortable using the modified item bank. The deliverable from this task will be a training session, a user manual, and Version 1.0 of the item bank, incorporating any changes needed by the CDE. The scheduling of this task will be determined by the CDE based on their review of the beta version and initial item bank.
- **Versioning and item bank maintenance.** ETS will be responsible for refining the application during its initial use and maintaining the software and the database over the life of the contract. The deliverable from this task will be subsequent versions of the item bank incorporating needed changes identified by the CDE, as well as ongoing maintenance of the data described in Section 5. A.6.

5. A12. Scalable Application

The application is scalable to include as many authorized users as necessary with a maximum of 40 concurrent users. Users will be allowed to have only one instance of the application open at a given time, but they will be able to move between assessments based on the access granted by their User ID.

5. A13. Compatibility with CDE Environment

Before implementing any changes to hardware, software or network environments, ETS will obtain approval from the CDE to assure that the changes are compatible with the CDE environment.

5. A14. Item Bank Security

The measures ETS takes for assuring the security of electronic files are as follows:

- Electronic forms of test content, documentation, and item banks are backed up electronically, with the backups kept offsite to prevent loss from system breakdown or a natural disaster.
- The offsite backup files are kept in secure storage, with access limited to authorized personnel only.
- To prevent unauthorized electronic access to the item bank, advanced network security measures are used.

The electronic item banking application will include a login/password system to authorize access to the database or designated portions of the database. In addition, only users authorized to access the specific database will be able to use the item bank. Users will be authorized by a designated administrator at the CDE and at ETS. SBE staff or liaisons will be provided access upon request.

5. B. Documentation

Existing data dictionaries will be reviewed and updated with any enhancement to data noted in the documentation. Data dictionaries contain information about every field in every table in both the item bank and in the flat files used to populate the database from other contractors. The data dictionaries reside in MS-Word or Excel and include the table, field name, data definition, valid values and description of every data element. Data will adhere to the CDE's Data Resource Guide unless other approval is received from the CDE. This document will be a deliverable from the item bank specifications meeting with the CDE and will be provided at least one month prior the delivery of any application or database.

When change requests are approved and modifications are made to the software, this document will be updated and delivered with the updated application.

ETS will develop a user manual and will conduct training sessions for CDE staff as needed to make certain they are comfortable using the item bank. Revised user manuals and additional training will be provided as the item banking system is updated and revised on a schedule to be determined by the CDE. Technical support will also be available by telephone as needed.

6. Component Task 6: Item and Task Development (CST, CAPA, CMA, STS)

All items developed by ETS will meet the technical criteria established in the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME) Standards for Educational and Psychological Testing.

The ETS Commitment to Quality Item Development

ETS assessment directors will assure that all APA standards are met, that items and tests meet ETS quality standards, and that items align to the California content standards.

ETS item and passage writers will be thoroughly trained in the California content standards and in ETS's item-writing and passage-writing principles.

At least two ETS assessment specialists will carefully review and edit each item for technical quality (for example, one right answer, clearly stated stem, absence of clueing, plausibility of distractors), match to standard, and conformity with California-approved item-writing practices.

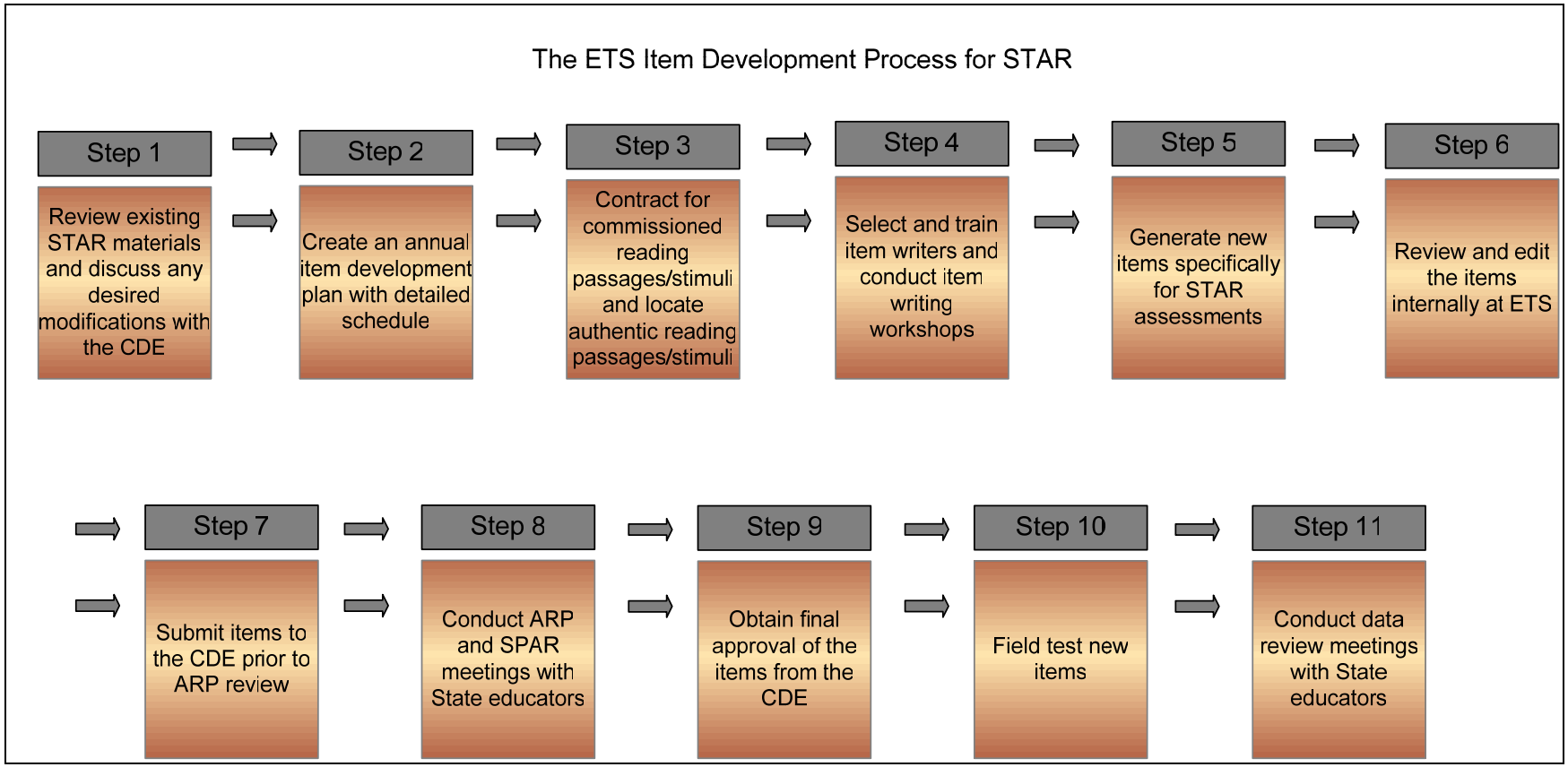
- ETS's trained fairness reviewers will evaluate each passage and item for bias and sensitivity issues.
- ETS senior content staff will also review every item based on their experience with K–12 assessments and their understanding of the California standards.
- ETS editorial staff will evaluate the items for clarity of expression, suitability of language for the grade level, and adherence to style guidelines.
- ETS copyeditors and proofreaders will check each item for grammatical and typographical correctness.

Only after this series of internal reviews will items be submitted to the CDE and ARPs for their review. ETS will discuss with the CDE and SBE staff and testing liaisons any modifications to the current processes that they believe will further increase quality and efficiency.

6. A. Overall CST, CAPA, and STS Item Development

In conjunction with the SBE staff and liaisons, the CDE and California educators, ETS will develop items for the STAR assessments (including Grade 8 and Grade 10 *NCLB* science tests) by annually undertaking the development steps shown in the following figure. The timeline for the item development activities is included in lines 247–273 of Project Deliverables and Activities, which can be found in the attachment labeled "Timelines".

Figure 1. Item Development Process



Each of these steps is discussed briefly below and detailed in the following sections.

1. Review existing STAR materials and discuss any desired modifications with the SBE staff and liaisons and the CDE. The STAR Test Development team will maintain the Item Specifications documents so that they are consistent with the most recent versions of the test blueprints and reflect the wishes of the ARPs, the SBE, and the CDE. ETS will continue to revise and refine the item specifications documents throughout the contract period.
2. Create an annual item development plan with detailed schedule. To create the development plans for each assessment, ETS assessment specialists will meet with the CDE assessment staff and determine development needs for the program. ETS assessment specialists will take detailed notes and share these notes with appropriate ETS staff, as well as other CDE counterparts. ETS will seek approval from SBE staff and liaison and the CDE for its plans for developing items. The ETS item development plans will outline in detail, with specific start and completion dates, the schedule for the year's development, including the CDE review schedule (with sufficient time for CDE staff to evaluate all items), and the timetable of committee meetings. The development plan will be reviewed and revised during the summer and fall of each contract year. It will form the foundation for all ETS development work and will be given to ETS staff as well as the CDE, who will know what must be accomplished each week for the successful completion of the development plan.
3. Contract for commissioned reading passages/stimuli and locate authentic passages/ stimuli. Passages for the Reading and Writing sections of the ELA tests must be engaging, well written, and directed at the appropriate grade level. Reading passages will be given rigorous ETS internal review to attempt to make certain that all materials meet the appropriate STAR Program requirements before they are submitted to the CDE. ETS evaluates passages against the following criteria:
   - Overall Quality
   - Appropriateness of Content
   - Diversity
   - Variety
   - Reading Level
4. Select and train item writers. Conduct item-writing workshops. ETS assessment specialists will oversee the item-writing process and assemble and train highly qualified teams of writers to create the STAR items for each assessment.
5. Generate items specifically for STAR assessments. All items during all phases of the development process will be aligned to the California content standards, conform to approved test blueprints and test item specifications, and follow the STAR Style Manual for the CDE.
6. Review and edit the items internally at ETS. After trained ETS or California item writers write the items, there will be a series of comprehensive internal reviews to evaluate and verify the overall quality of the test items before they are prepared for presentation to the CDE and the California committees.
7. Submit items to the CDE prior to ARP review. After the items have received internal ETS approval, they will be submitted to the CDE prior to the ARP meetings. ETS will submit a precise schedule showing the number of items to be delivered, the content areas, and the scheduled dates.

8. Conduct ARP and Statewide Pupil Assessment Review (SPAR) meetings with State educators. ETS assessment specialists will facilitate the item review sessions.
9. Obtain final approval of the items from the CDE. Following the completion of the review meetings, ETS will seek final approval from the CDE on all items. ETS recognizes that the CDE retains the final decisions about all items.
10. Field test new items. Field testing items is one of the most critical steps in the development process. It is essential that an adequate number of high-quality items result from field tests to support the ongoing validity of the STAR assessments.
11. Conduct data review meetings with State educators. Once items have been field tested, ETS will prepare the items and statistics for review by the ARPs. ETS assessment specialists will facilitate the data review sessions with qualified psychometric staff on hand for technical assistance. Upon completion of the meeting, ETS will provide the SBE staff and the CDE with summaries of the recommendations based on the field-test analyses and committee reviews that are relevant to future form construction and item banking for the STAR assessments. All final decisions on acceptance of items will rest with the CDE in consultation with SBE staff.

6. B. Test Specifications

The test specifications for each current CST will be submitted to CDE staff for review and approval.

The test specifications perform the following functions:

- Define the content of the test (i.e., the specific standards being tested)
- Indicate the test blueprint (the numbers of items for each standard)
- Show the psychometric properties of each item from its most recent administration (whether field-test or operational)
- Provide the properties of the overall test form, including the mean b-value and mean point-biserial for the test

In addition, the test specifications reflect the desired psychometric properties for each item (for example, the upper and lower limits for the b-value).

The test specifications are also summarized in the annual Technical Report.

ETS will revise the test specifications for the CSTs and CAPA at the CDE's request on an annual basis prior to test construction or whenever there is a change in a test blueprint. When changes do occur, ETS will make appropriate technical adjustments to assure comparability over time for successive cohorts of students.

For the STS and the CMA, ETS will develop new test specifications for review by the CDE and the SBE staff, prior to approval by CDE. The test specifications for the STS will be equivalent in rigor to the CSTs. For these new tests, ETS will submit proposed test specifications and item parameters prior to construction of any operational forms and form planners, allowing at least 15 days for CDE review.

The test specifications include content descriptions that show what dimensions of knowledge, skills, processes, and standards are assessed by the test. As described above, the test specifications show the standards being tested, the numbers of items per standard, and the statistical parameters of the items and the test. A second ETS document, called the Item Specifications or the Instructions to Item Writers, gives additional information about what knowledge and skills the items are designed to assess.

Because item specifications for the CSTs and CAPA already exist, ETS's primary responsibility will be to maintain the specifications in order to remain consistent with the direction of the CDE and the SBE.

Currently, the item specifications include, for each standard tested:

- A full statement of the standard;
- The number of items on the blueprint for the standard;
- The reporting cluster in which each standard is found;
- The components of each standard that can and should be tested by the totality of items for that standard in the item bank; this description includes the dimensions of knowledge, skills, and processes that are assessed by the items written for the standard.
- A description of the kinds of item stems appropriate in multiple-choice items for the standard and sample stems for the standard;
- A description of specific kinds of items to be avoided, if any (for example, no items about insignificant details in a passage);
- For ELA, specific guidelines for the different genres of reading passages to be used for the standard; these guidelines include a list of topics to be avoided, acceptable ranges for length, expected distribution of passages by genre, guidelines for readability and concept load, and expected use of artwork.

For STS and CMA, the ETS Test Development Project Lead, along with the assessment specialists, will work with the CDE and the State's ARPs to draft specifications for these new tests using the criteria above.

For STS, the same item specifications will be used as for the CSTs, with sample stems added in Spanish. In this way, the degree of rigor called for in STS items will be the same as the degree of rigor called for in CST items.

Item specifications are not meant to limit item writers' creativity. Rather, these documents describe the general characteristics of the items for each content standard, indicate item types or content to be avoided, and define the content limits for the items, thereby promoting efficiency and consistency in item development.

ETS will submit all recommended edits to existing specifications, and will submit drafts of new specifications to the CDE for review and approval. After the edits have been incorporated, the CDE will have 15 working days to approve the edits before the documents will be submitted to the CDE for final approval.

6. C. Item Utilization Plan

ETS has developed an Item Utilization Plan to continue the development of items for CST, STS, CAPA, and CMA over the next five years. This plan includes strategies for continued coverage of all appropriate standards for all tests in each content area and at each grade level. The tables below show the numbers of items that are required for development of operational forms for the CST, CAPA, STS and CMA annually.

Table 8. Number of Operational Items Required Annually for the CST Assessments

CST			
Test	**Core Forms per Year**	**# of Operational Items per Form**	**Subtotal of Operational Items per Content**
ELA Grade 2	1	65	730
ELA Grade 3	1	65	
ELA Grade 4	1	75	
ELA Grade 5	1	75	
ELA Grade 6	1	75	
ELA Grade 7	1	75	
ELA Grade 8	1	75	
ELA Grade 9	1	75	
ELA Grade 10	1	75	
ELA Grade 11	1	75	
Writing Grade 4	2	1	4
Writing Grade 7	2	1	
Math Grade 2	1	65	910
Math Grade 3	1	65	
Math Grade 4	1	65	
Math Grade 5	1	65	
Math Grade 6	1	65	
Math Grade 7	1	65	
General Mathematics	1	65*	
Algebra I	1	65	
Algebra II	1	65	
Geometry	1	65	
Summative High School Mathematics	1	65	
Integrated Mathematics 1	1	65*	
Integrated Mathematics 2	1	65*	
Integrated Mathematics 3	1	65*	
Science Grade 5	1	60	660
Science Grade 8 *NCLB*	1	60	
Science Grade 10 *NCLB*	1	60	
Biology	1	60	
Chemistry	1	60	

CST			
Test	**Core Forms per Year**	**# of Operational Items per Form**	**Subtotal of Operational Items per Content**
Physics	1	60	
Earth Science	1	60	
Integrated Science 1	1	60*	
Integrated Science 2	1	60*	
Integrated Science 3	1	60*	
Integrated Science 4	1	60*	
History-SS Grade 8	1	75	195
History-SS Grade 10	1	60	
History-SS Grade 11	1	60	
TOTALS	**42**	**2497**	
* Items on the General Mathematics and the integrated forms are repeated from other tests.			

Table 9. Number of Operational Items Required Annually for the CAPA Assessments

CAPA			
Test	**Core Forms per year**	**# of Operational Tasks per form**	**Subtotal of Operational Tasks per Content**
Level I ELA	1	8	40
Level II ELA	1	8	
Level III ELA	1	8	
Level IV ELA	1	8	
Level V ELA	1	8	
Level I Math	1	8	40
Level II Math	1	8	
Level III Math	1	8	
Level IV Math	1	8	
Level V Math	1	8	
Level I Science	1	8	32
Level III Science	1	8	
Level IV Science	1	8	
Level V Science	1	8	
TOTALS	**14**	**112**	

Table 10. Number of Operational Items Required Annually for the CMA Assessments

CMA			
Test	**Core Forms per year**	**# of Operational Items per form**	**Subtotal of Operational Items per Content**
ELA Grade 2	1	65	730
ELA Grade 3	1	65	
ELA Grade 4	1	75	
ELA Grade 5	1	75	
ELA Grade 6	1	75	
ELA Grade 7	1	75	
ELA Grade 8	1	75	
ELA Grade 9	1	75	
ELA Grade 10	1	75	
ELA Grade 11	1	75	
Math Grade 2	1	65	650
Math Grade 3	1	65	
Math Grade 4	1	65	
Math Grade 5	1	65	
Math Grade 6	1	65	
Math Grade 7	1	65	
Math Grade 8	1	65	
Math Grade 9	1	65	
Math Grade 10	1	65	
Math Grade 11	1	65	
Science Grade 5	1	60	180
Science Grade 8	1	60	
Science Grade 10	1	60	
TOTALS	**23**	**1560**	

Table 11. Number of Operational Items Required Annually for the STS Assessments

STS			
Test	**Core Forms per year**	**# of Operational Items per Form**	**Subtotal of Operational Items per Content**
ELA Grade 2	1	65	730
ELA Grade 3	1	65	
ELA Grade 4	1	75	
ELA Grade 5	1	75	
ELA Grade 6	1	75	
ELA Grade 7	1	75	
ELA Grade 8	1	75	
ELA Grade 9	1	75	
ELA Grade 10	1	75	
ELA Grade 11	1	75	
Math Grade 2	1	65	910
Math Grade 3	1	65	
Math Grade 4	1	65	
Math Grade 5	1	65	
Math Grade 6	1	65	
Math Grade 7	1	65	
General Mathematics	1	65	
Algebra I	1	65	
Algebra II	1	65	
Geometry	1	65	
Summative High School Mathematics	1	65	
Integrated Mathematics 1	1	65*	
Integrated Mathematics 2	1	65*	
Integrated Mathematics 3	1	65*	
TOTALS	**24**	**1640**	
* Items on the General Mathematics and the integrated forms are repeated from other tests.			

ETS will submit a biannual report to the CDE and the SBE on the status of the item banks and item development. This report will outline the numbers of items in the banks that are available for forms construction and the numbers of items that are being developed and field tested each year for inclusion in the item banks.

6. C1. Release of 25 Percent of Each CST Annually

The Item Utilization Plan assumes that 25 percent of the operational items for each CST assessment will be released each year. ETS recognizes the importance of providing this information to students, parents, and teachers, as well as the need to maintain an item pool of sufficient quantity to build future operational forms. The item development plan described below in Section 6. C3 anticipates the release of 25 percent of the items per year in each subject area at each grade level, leaving enough items in the pool to construct operational forms each year. This release plan will allow the item pool to grow slightly even with the attrition of items that have become dated or have not performed as expected. Section 2. H described the communication plan surrounding the release of test questions.

6. C2. Items Proposed for Replacement Annually

The Item Utilization Plan assumes that five percent of the operational items for each assessment will need to be replaced each year because of normal attrition. Taking into account the 25 percent release of items, the five percent expected attrition, the need to pinpoint development to “critical” standards (standards in which items tend not to perform well statistically year after year), and the customary refreshment rate of 50 percent for each operational form, ETS has planned the following replacement percentages by content area for the CSTs. The numbers of items shown represent items to be field tested. For all content areas except Science, at least 75 percent of all field tested items are expected survive with usable item statistics. For Science, the expected survival rate is 60 percent survival, especially in the early years of the new *NCLB* tests.

Table 12. Replacement Percentages for the CSTs

Content Area	Percentage of Operational Form to be Replaced per Grade or Course	Number of Items to be Field Tested per Grade or Course
English-Language Arts	110%	84 items
Math	65%	42 items
Science	200%	120 items
History-Social Science	56%–70%	42 items

The plan calls for a greater percentage for ELA than math, for example, because most ELA items are based on passages. If a sufficient number of items fails to survive, all items associated with a passage are lost. There will be an even greater replacement percentage for Science because Science has a greater number of critical standards than the other content areas. The percentages for both Math and History-Social Science will provide enough items to cover release, attrition, and specific development to critical standards.

For CAPA, ETS will field test 150 percent of each operational form for each content area each year. Each operational form contains eight tasks with plans to field test 12 tasks per year. This proportion would allow for a 25 percent item release and a five percent attrition rate, while gradually increasing the overall size of the CAPA item bank.

For the new STS grades as well as the CMA, ETS will conduct a census field test of as many items as the size of the testing population can accommodate, allowing for approximately 2,000

responses per item. In subsequent years, ETS proposes a 50 to 100 percent replacement percentage, depending upon the size of the testing population. These percentages will be refined with the CDE in consultation with the SBE staff and liaisons as the size of the populations become better known.

6. C3. New Items to be Developed, Field Tested, and Delivered for each CST, CAPA, and STS

The Item Utilization Plan described below for each test represents ETS's understanding of the numbers of items that need to be developed and field tested each year in order to sustain forms construction over the next five years. While numbers for the CMA have been included, they may change following SBE approval of the test blueprints.

California Standards Tests (CST)

ETS will slightly increase in development and field testing of items for each CST assessment over the 2003 approved item utilization plan on the Web site. This increase will provide two benefits:

1. To provide more development within specific critical standards (for example, the syllabication standard in Grade 2);
2. To enable more precise form construction at the reporting cluster level in each test. Constructing forms with greater comparability at the reporting cluster level allows a greater level of comparability in forms from year to year.

This plan does not include new development or field testing for the General Mathematics, Integrated Mathematics, or Integrated Science assessments, nor does it include field testing for Writing prompts.

The following table gives the numbers of items ETS will develop for CST field testing for each of the next three years. As mentioned earlier, development will be directed toward the twin goals of 1) replacing items lost to release and attrition; and 2) increasing the numbers of items in the critical standards.

Table 13. Number of Items to Field Test Annually for the CST Assessments

Test	FT Versions	# of Field-Test Items per Form	Total # of New FT Items per Year
ELA Grade 2	14	6	84
ELA Grade 3	14	6	84
ELA Grade 4	14	6	84
ELA Grade 5	14	6	84
ELA Grade 6	14	6	84
ELA Grade 7	14	6	84
ELA Grade 8	14	6	84
ELA Grade 9	14	6	84
ELA Grade 10	14	6	84
ELA Grade 11	14	6	84
Math Grade 2	7	6	42
Math Grade 3	7	6	42

Test	FT Versions	# of Field-Test Items per Form	Total # of New FT Items per Year
Math Grade 4	7	6	42
Math Grade 5	7	6	42
Math Grade 6	7	6	42
Math Grade 7	7	6	42
General Math	1	6	NA
Algebra I	7	6	42
Algebra II	7	6	42
Geometry	7	6	42
Summative High School Mathematics	7	6	42
Integrated Mathematics 1	1	6	NA
Integrated Mathematics 2	1	6	NA
Integrated Mathematics 3	1	6	NA
Science Grade 5	20	6	120
Science Grade 8 *NCLB*	20	6	120
Science Grade 10 *NCLB*	20	6	120
Biology	20	6	120
Chemistry	20	6	120
Physics	20	6	120
Earth Science	20	6	120
Integrated Science 1	1	6	NA
Integrated Science 2	1	6	NA
Integrated Science 3	1	6	NA
Integrated Science 4	1	6	NA
History-SS Grade 8	7	6	42
History-SS Grade 10	7	6	42
History-SS Grade 11	7	6	42
TOTALS	**379**	**228**	**2226**

Writing Prompt Development

The fall 2005 writing prompt field test produced 14 prompts at Grade 4 and 16 prompts at Grade 7. At the rate of using two prompts per year per grade, there are currently sufficient prompts available for STAR through the 2009 testing cycle. Those writing prompts that were not selected by the ELA ARP from the fall 2005 field test will not be reworked for further item prompt development.

California Alternate Performance Assessment (CAPA)

Table 14 shows the numbers of tasks to be field tested annually for each level and subject area.

Twenty-five percent of the operational items for CAPA will be publicly released, just as items are released for the other STAR tests.

Table 14. Number of Tasks to Field Test Annually for the CAPA Assessments

Test	FT Versions	# of Field-Test Tasks per Form	Total # of New FT Tasks per Year
Level I ELA	6	2	12
Level II ELA	6	2	12
Level III ELA	6	2	12
Level IV ELA	6	2	12
Level V ELA	6	2	12
Level I Math	6	2	12
Level II Math	6	2	12
Level III Math	6	2	12
Level IV Math	6	2	12
Level V Math	6	2	12
Level I Science	6	2	12
Level III Science	6	2	12
Level IV Science	6	2	12
Level V Science	6	2	12
TOTALS	84	28	168

ETS special education experts will facilitate an item-writing workshop, where California educators familiar with the student population will create the tasks on site. The ETS CAPA development team will review and edit the tasks as appropriate prior to submitting them for CDE and ARP review.

Standards-based Tests in Spanish (STS)

For development of the new STS, ETS will add several grades to the development process each year until all grades are fully operational. Table 15 outlines the plans for initial development, field testing, and operational testing for the STS assessments.

Table 15. Development Plan for STS

Test	2005	2006	2007	2008	2009
RLA Grade 2	Begin Development	Initial field testing	First operational testing	–	–
RLA Grade 3	Begin Development	Initial field testing	First operational testing	–	–

Test	2005	2006	2007	2008	2009
RLA Grade 4	Begin Development	Initial field testing	First operational testing	–	–
RLA Grade 5	–	Begin Development	Initial field testing	First operational testing	–
RLA Grade 6	–	Begin Development	Initial field testing	First operational testing	–
RLA Grade 7	–	Begin Development	Initial field testing	First operational testing	–
RLA Grade 8	–	–	Begin Development	Initial field testing	First operational testing
RLA Grade 9	–	–	Begin Development	Initial field testing	First operational testing
RLA Grade 10	–	–	Begin Development	Initial field testing	First operational testing
RLA Grade 11	–	–	Begin Development	Initial field testing	First operational testing
Math Grade 2	Begin Development	Initial field testing	First operational testing	–	–
Math Grade 3	Begin Development	Initial field testing	First operational testing	–	–
Math Grade 4	Begin Development	Initial field testing	First operational testing	–	–
Math Grade 5	–	Begin Development	Initial field testing	First operational testing	–
Math Grade 6	–	Begin Development	Initial field testing	First operational testing	–
Math Grade 7	–	Begin Development	Initial field testing	First operational testing	–
Algebra I	–	–	Begin Development	Initial field testing	First operational testing
Algebra II	–	–	Begin Development	Initial field testing	First operational testing

Test	2005	2006	2007	2008	2009
Geometry	–	–	Begin Development	Initial field testing	First operational testing
Summative High School Mathematics	–	–	Begin Development	Initial field testing	First operational testing

For initial field testing of each STS grade or course, ETS will conduct a stand-alone census field test for each new grade as it is developed. Table 16 shows the number of items to be field tested for each grade and course of the STS for the initial census field testing. Because Grades 2, 3, and 4 have been field tested under the previous scope of work, they are not included in the census field test. The field-test plan includes a number of linking items on each form. The linking items will allow the items to be equated to a common scale.

Table 16. Plan for Census Field Tests for STS

Test	Stand-alone Census FT Versions	# of Unique Items per Form	# of Linking Items per Form	Total # of New FT Items
RLA Grade 2	NA	NA	NA	NA
RLA Grade 3	NA	NA	NA	NA
RLA Grade 4	NA	NA	NA	NA
RLA Grade 5	8	75	16	600
RLA Grade 6	5	75	16	375
RLA Grade 7	5	75	16	375
RLA Grade 8	5	75	16	375
RLA Grade 9	5	75	16	375
RLA Grade 10	5	75	16	375
RLA Grade 11	5	75	16	375
Math Grade 2	NA	NA	NA	NA
Math Grade 3	NA	NA	NA	NA
Math Grade 4	NA	NA	NA	NA
Math Grade 5	8	65	16	520
Math Grade 6	5	65	16	325
Math Grade 7	5	65	16	325
General Mathematics	1	65*	16	NA
Algebra I	5	65	16	325
Algebra II	5	65	16	325
Geometry	5	65	16	325
Summative High School Mathematics	5	65	16	325

Test	Stand-alone Census FT Versions	# of Unique Items per Form	# of Linking Items per Form	Total # of New FT Items
Integrated Math 1	1	65*	16	NA
Integrated Math 2	1	65*	16	NA
Integrated Math 3	1	65*	16	NA
TOTALS	**80**	**1240**	**288**	**5320**
* Items on the General Mathematics and the integrated forms are repeated from other tests.				

Following the initial census field testing for each grade, STS field testing will continue as embedded field testing, just as occurs for the CSTs. Table 17 shows the numbers of items to be field tested each year for the STS. The variance in the number of versions for both the census field test and the annual embedded field tests reflects the variance in student n-counts at the different grade levels.

Table 17. Number of Items to Field Test Annually for the STS Assessments Subsequent to Census Field Testing

Test	FT Versions	# of Field-Test Items per Form	Total # of New FT Items per Year
RLA Grade 2	12	6	72
RLA Grade 3	12	6	72
RLA Grade 4	12	6	72
RLA Grade 5	8	6	48
RLA Grade 6	5	6	30
RLA Grade 7	5	6	30
RLA Grade 8	5	6	30
RLA Grade 9	5	6	30
RLA Grade 10	5	6	30
RLA Grade 11	5	6	30
Math Grade 2	12	6	72
Math Grade 3	12	6	72
Math Grade 4	12	6	72
Math Grade 5	8	6	48
Math Grade 6	5	6	30
Math Grade 7	5	6	30
General Mathematics	1	6	NA
Algebra I	5	6	30
Algebra II	5	6	30

Test	FT Versions	# of Field-Test Items per Form	Total # of New FT Items per Year
Geometry	5	6	30
Summative High School Mathematics	5	6	30
Integrated Mathematics 1	1	6	NA
Integrated Mathematics 2	1	6	NA
Integrated Mathematics 3	1	6	NA
TOTALS	**152**	**144**	**888**

ETS will develop items for the STS in the same manner in which they are developed for the CST. This includes writing, reviewing, and field testing the correct number of items per standard to make certain that forms can be constructed to the same blueprints and statistical targets for operational testing from year to year. To serve that end, ETS will develop numbers of items per standard for each subject area and grade in proportion to the test blueprints, as shown in the tables below.

New Alternate Assessment (CMA)

For development of the new CMA, ETS will add several grades to the development process each year until all grades are fully operational. Table 18 outlines the plans for initial development, field testing, and operational testing for the CMA assessments.

Table 18. Development Plan for CMA Mathematics, English-Language Arts, and Science

Grade	For 2006	For 2007	For 2008	For 2009
2	Development	Field test	Operational	Operational
3	Development	Field test	Operational	Operational
4	Development	Field test	Operational	Operational
5	Development	Field test	Operational	Operational
6		Development	Field test	Operational
7		Development	Field test	Operational
8		Development	Field test	Operational
9		Development	Field test	Operational
10		Development	Field test	Operational
11		Development	Field test	Operational

Like the STS, the CMA field testing will begin with a stand-alone, census field test. This field test will take place in the spring of 2007 and include newly developed items and newly purposed items from the CST item bank.

Field testing will occur at all grades so that appropriate item statistics can be obtained from the actual test-taking population. Table 19 shows the numbers of items to be field tested for the initial CMA census field test. The field-test plan includes a number of linking items on each form. The linking items will allow the items to be equated to a common scale.

Table 19. Plan for Census Field Tests for CMA

Test	Stand-alone Census FT Versions	# of Unique Items per Form	# of Linking Items per Form	Total # of New FT Items
ELA Grade 2	5	43	22	237
ELA Grade 3	5	43	22	237
ELA Grade 4	5	53	22	287
ELA Grade 5	5	53	22	287
ELA Grade 6	5	53	22	287
ELA Grade 7	5	53	22	287
ELA Grade 8	5	53	22	287
ELA Grade 9	5	53	22	287
ELA Grade 10	5	53	22	287
ELA Grade 11	5	53	22	287
Math Grade 2	5	43	22	237
Math Grade 3	5	43	22	237
Math Grade 4	5	43	22	237
Math Grade 5	5	43	22	237
Math Grade 6	5	43	22	237
Math Grade 7	5	43	22	237
Math Grade 8	5	43	22	237
Math Grade 9	5	43	22	237
Math Grade 10	5	43	22	237
Math Grade 11	5	43	22	237
Science Grade 5	5	38	22	212
Science Grade 8	5	38	22	212
Science Grade 10	5	38	22	212
TOTALS	**115**	**1054**	**506**	**5776**

Following initial census field testing, items for the CMA be field tested in embedded forms similar to the CST and STS assessments. Table 20 shows the numbers of items to be field tested annually for the CMA following its initial development and census field test.

Table 20. Number of Items to Field Test Annually for the CMA Assessments

Test	FT Versions	# of Field-Test Items per Form	Total # of New FT Items per Year
ELA Grade 2	8	6	48
ELA Grade 3	6	6	36
ELA Grade 4	4	6	24

Test	FT Versions	# of Field-Test Items per Form	Total # of New FT Items per Year
ELA Grade 5	4	6	24
ELA Grade 6	4	6	24
ELA Grade 7	4	6	24
ELA Grade 8	4	6	24
ELA Grade 9	4	6	24
ELA Grade 10	4	6	24
ELA Grade 11	4	6	24
Math Grade 2	8	6	48
Math Grade 3	6	6	36
Math Grade 4	4	6	24
Math Grade 5	4	6	24
Math Grade 6	4	6	24
Math Grade 7	4	6	24
Math Grade 8	4	6	24
Math Grade 9	4	6	24
Math Grade 10	4	6	24
Math Grade 11	4	6	24
Science Grade 5	8	6	48
Science Grade 8	6	6	36
Science Grade 10	6	6	36
TOTALS	**112**	**138**	**672**

The development plan outlined above assumes the approval of the blueprints as they currently exist for the CSTs.

For development of the new writing items for the CMA, ETS will develop items using the same development process currently being used to develop writing items for the California Standards Tests. Items will be written to meet the requirements of the item writer specifications for the English-Language Arts CMA. Table 21 outlines the plans for initial development, field testing, and operational testing for the writing test components of the CMA.

Table 21. Key Dates in the Development of CMA Writing Items

Writing items are created	Spring 2007
CDE/ARP review of writing items	Summer 2007
Writing items, group 2, are created	Spring 2008
CDE/ARP review of writing items, group 2	Summer 2008
Field test of writing items	Fall 2008

Scoring field test	Fall 2008
CDE/ARP review of data from field test	Fall 2008
First operational administration of writing items	Spring 2009
Field test of writing items, group 2	Fall 2009

Six writing items will be field-tested in the fall of 2008 and again in the fall of 2009 for each of grades 4 and 7, in order to provide a yield of at least two items for operational use for the following spring operational test administration. Pending approval by the ARP and CDE, ETS proposes that all writing items be developed in the same genre — narrative— at both grades.

Field test and operational books will follow the same format and length as the CST writing books. This means that the field test will be in two books, with a certain number of multiple-choice items included in each form as a set used for equating. The Writing Prompt and Response booklet will be scannable, while the booklet with the multiple-choice questions will not.

Because the estimated pool of test takers is less than 20,000 at each grade, the sample size per field test item will be about 1,750. Until a pool of writing items is in the item bank, a writing field test must occur every year at each of the two grades, due to the limited size of the pool of test-takers. Writing items will be part of the released test question sets that will be prepared for the CMA.

Prior to operational use, items with field test data will be presented to the CDE/ARP for review. Rangefinding will occur prior to the operational use of these items, as it does on the CST writing tests.

Additional costs to complete CMA writing activities are contingent upon approval by CDE and SBE of a contract amendment and upon sufficient funds being made available by the Legislature in future fiscal years.

6. C4. Method for Achieving Comparable Year-to-Year Results

All tests for the STAR Program will be assembled to rigorous content and statistical specifications to obtain tests that are as parallel as possible. Tests will be assembled to IRT target-test characteristic curves and conditional standard-error curves to assure that the tests perform comparably from year to year. The ETS Test Development teams will monitor the item pools annually to identify critical standards for which new item development is most needed. Section 7. A3c details ETS's plans for assuring that forms are comparable from year to year.

6. D. Reporting Cluster Reliability

Several CST reporting clusters have a small number of items in them. This fact necessarily limits the reliability of the cluster scores. To increase the reliability of these reporting clusters, ETS will make more complete use of the item information in the current tests to increase the reliability of individual student cluster scores.

Individual Student Cluster Reports

Given the structure of the CSTs, and the fact that they are scaled with the Rasch item response theory model, ETS will use the Objective Performance Index (OPI) procedure to increase the reliability of cluster scores for individual students. The OPI procedure has been demonstrated to be accurate.

The OPI procedure, which is calculated for each reporting cluster for each student, provides a more accurate estimate of the student's percent correct on that cluster than the student's

observed percent correct on the cluster. The OPI takes advantage of the fact that while each reporting cluster supplies unique information, performance across the clusters is correlated.

The OPI is a weighted average of two pieces of student data:

1. **The student's actual percent correct on a reporting cluster**
2. **A prediction of the percent correct for that cluster based on the student's total test performance**

The standard OPI procedure will produce a cluster score that is expressed in percent correct units, along with a confidence interval for that score. Expected scores for students just reaching the Proficient and Advanced levels can also be displayed on the same report as they are now.

School, District, and State Cluster Reports

Experience has shown that when OPI scores are accumulated for groups that are the size of a classroom or greater, the results are very similar to accumulations of observed percent correct scores for the clusters. Thus, the OPI procedure does not affect the reliability of school, district or State cluster reports.

6. E. Item and Task Writing for the CSTs, CAPA, CMA, and STS

ETS content area assessment specialists, under the direction of its Assessment Directors, will oversee the item-writing process and assemble experienced, highly qualified teams of writers to create the items for the STAR assessments.

6. E1. Item Writers

In addition to utilizing its current pool of California item writers, ETS will conduct a dual-purpose item-writer training workshop to be held during each of the first two years of the new contract for the purpose of recruiting and training additional California educators to write items for the CST and STS assessments. Because it is important that the STS items be developed with the same rigor and to the same specifications as the CST items, ETS will train writers for both tests at the same time using the same materials. ETS will provide content staff to work with writers for both assessments.

For the CMA, ETS will use a subset of the CST writers in the ETS pool —- those writers who also have experience working with special education students. These individuals will write items for Grades 2 and 3 in Reading and Math and for Grades 5, 8, and 10 in Science. While the CMA items are technically the same as CST items in most grades, the special nature of the test, along with a lack of low-level Grade 2 and 3 items in the CST bank, calls for an independent item development effort for the lower grades. CMA items to be field tested for Grades 4 through 11 will be developed from several sources, including items currently in the CST item banks.

CAPA tasks will be written during an item-writing workshop to be held in Sacramento each year. During these workshops, California educators with experience working with special education students will be recruited to work with ETS staff onsite to write new tasks for ongoing CAPA assessments.

Items written for all tests will meet and exceed the highest standards for quality. Many of the writers selected will have experience working on CST and CAPA items and tasks from the current contract with ETS.

ETS will also contract with individuals to locate and write reading passages and write language passages. The passages used in the ELA sections of the tests will be well-written, interesting, age-appropriate, and rich with opportunities for test items.

All item writers and passage locators for the CST assessments will have the minimum of a bachelor's degree or a teaching credential in their content area. In addition, ETS will require that the writers and locators have at least three years of classroom teaching experience at the appropriate grade level.

In addition to the qualifications outlined above, writers for the CAPA and CMA will also need to have at least two years of experience working with special education students.

For the STS, writers will need to meet all of the qualifications for the CST writers, as well as be bilingual and biliterate in Spanish and English.

In selecting the pool of writers, ETS will also take special care to include an appropriate representation of writers representing the diversity of the California population. The CDE will be provided with the names and résumés of all item writers selected to write items for the program. The CDE may choose not to use a particular item writer based on the strength of his or her résumé.

ETS will recruit item writers in the following manner. First, ETS will write an invitation letter with CDE approval that will be sent to every school superintendent. The superintendents will be invited to nominate teachers or other educators to the ARP, and nominees will be asked to respond by filling out an application and attaching a résumé. The applications and résumés are then reviewed by ETS assessment specialists and then by CDE staff members, who make the final selections. Accompanying the invitation letter will be a clear explanation of the process envisioned for item writing and the benefits to the program from implementing this plan.

ETS will include a specific item development exercise as part of the application materials. Educators who express interest by sending in the application and résumé will receive this exercise as a final part of the application process. ETS will use a short document containing three parts: 1) general training about aspects of technical quality; 2) poor items needing revision; and 3) a small item-writing assignment to bring to the first meeting. ETS will develop this screening exercise under the direction of CDE staff.

6. E2. Guidelines

Item writers will receive several documents to help them understand the intricacies of the CST, STS, CAPA, and CMA.

These documents will include:

- An overview of the California content standards for each specific test, subject area, and grade
- A copy of the blueprints for each of the appropriate assessments
- A review of general guidelines for item writing. The general guidelines ETS uses are collected in the Guidelines for Item Writers; ETS has developed its Guidelines for Item Writers for all K–12 participants in the assessment development process
- A copy of the Item Specifications document for the test, subject area, and grade
- Confidentiality and non-disclosure forms
- Information on how to write items to avoid problems of bias and sensitivity
- A checklist for item writers
- Any other materials requested by the CDE

With the use of these materials, as well as frequent interaction and communication with the ETS content development staff, item writers will become familiar with the format and content required for the development of items for each of the California STAR assessments.

The ETS Guidelines for Item Writers includes information on developing well-written items that are designed to be fair and defensible, have content validity, and mirror sound, proven instructional practices. Item writers will be asked to meet the following criteria for all items developed for the STAR assessments:

- Match to content standard
- Match to construct
- Appropriate difficulty level
- Excellent technical quality
- Appropriateness to purpose
- Freedom from problems of bias or sensitivity
- Appropriate language complexity

Copies of the ETS Guidelines for Item Writers will be provided to the CDE.

6. E2a. Content Standard Alignment for the CSTs and STS

ETS assessment specialists have received guidance on the interpretations of the standards from both the CDE and the panel members who participate in item reviews. This information is incorporated into the Item Specifications, enabling item writers to understand how the California Academic Content Standards should be assessed. For the STS, most of the information captured in the CST specifications will apply from the beginning. New information may be added if needed. For CMA, this information will be gathered throughout the development process as it has been for the CSTs and CAPA.

6. E2b. Content Standard Link for the CAPA and CMA

Items and tasks developed specifically for CAPA and CMA will be linked to grade-level standards, though they may not measure them in precisely the same way CST and STS items will.

In the Item Specifications, the constructs for each content area are clearly defined so that item writers and internal reviewers understand the CDE's expectations. The match to standard is just one verification made during the extensive internal reviews conducted by the assessment specialists prior to sending the test items to external reviews. If an item is a poor match to the standard during the internal review, the item is revised or discarded. However, if a poor match to the standard is discovered after field testing, the item will remain the property of the CDE.

6. E4. Attrition

As is outlined in Section 6. C, Item Utilization Plan, the numbers of items and tasks field tested for the CST, STS, CAPA, and the CMA will be sufficient to maintain and perhaps increase the current level of validity and reliability of the assessments from year to year, but not excessive enough to include high rates of attrition and thereby unnecessary costs.

6. E5. Item/Task Writing Meetings

ETS will hold the combined CST and STS item-writing training workshops in January of each year. The item-writing training workshops for CAPA will be held in April of each year. Following the yearly item-writing training workshops, ETS will send updates via hard copy and e-mail to all new and previously contracted California item writers regarding any changes in the

documents used at the workshop. Changes may include modifications of the blueprint or an interpretation of a standard, newly suggested stems, or stems that are no longer acceptable to the CDE. All materials will be sent to the CDE for review at least 30 days prior to the item-writing workshop, and updates for each year will be sent 30 days prior to mailing the materials to item writers.

ETS assessment specialists will begin the item-writing workshops with an introductory presentation and training, using the materials included in the item-writing workshop packet described in Section 6. E2. After training, writers will divide into groups and will then begin writing several items. ETS assessment specialists will work with the writers and provide feedback as items are written. The two-day training workshop will be based on the following agenda, subject to approval by the CDE.

After the item-writer training, ETS will assess the items written during the training and then make item-writing assignments based on the strengths of each writer.

ETS will execute the full range of meeting logistics and will process all committee member payments. Logistical arrangements include:

- Contracting for suitable meeting rooms that are well-lighted, have plenty of working table space, and are comfortable for working groups
- Arranging for catering services for the meetings, including continental breakfast, morning and afternoon break refreshments, and lunch
- Arranging for meeting equipment for the work of the committees
- Submitting names of committee members to the CDE for approval
- Contacting potential review-committee participants to announce meetings and to arrange for travel
- Reimbursing committee participants per California State travel regulations for travel, lodging, and per diem
- Reimbursing districts for substitute costs for teacher participant
- Assuring the security of all materials

ETS will work with the CDE to determine appropriate dates for the meetings.

6. E6. Internal Review

After trained item writers write the items, ETS will conduct a series of comprehensive internal reviews to evaluate and verify the overall quality of the test items before they are prepared for presentation to the CDE and the California review committees.

The ETS process for review includes:

- An internal content review
- An internal editorial review
- An internal bias and sensitivity review
- Senior review, including external reviewers for validation of content on an as-needed basis

Internal Content Review

Every item receives at least two content reviews by the lead ETS STAR content area assessment specialist and one other equally qualified colleague.

ETS uses the following guidelines for these reviews.

- Match of each item to the identified standard
- Accuracy of the content of the item
- Match of each item to the principles of high-quality item development
- Adherence to the Principles of Universal Design
- Difficulty of the item
- Relevance of each item as the item relates to the purpose of the test
- Readability of the item
- Appropriateness of any artwork, graphs, figures, etc.

These reviews make sure that the test items are in compliance with ETS standards, as well as specific California requirements. These reviews also focus on the accuracy of the content of the passages and items. The internal reviews conducted by ETS assessment specialists include content checks involving one or two sources. In addition, ETS science assessment specialists will review reading passages that focus on science, and social studies assessment specialists will review reading passages that focus on historical or cultural concepts.

ETS will implement the Principles of Universal Design in assessment, as published by the Center for Universal Design at North Carolina State University, and create art with consideration to large-print and braille requirements. Except when State standards require testing skills that cannot easily be rendered into braille (for example, interpreting scatter plots or evaluating use of typographical aspects of texts), all the items ETS develops will be translated into braille.

The artwork and graphics for the items will be created during the internal content review period so that the assessment specialists can evaluate the correctness and appropriateness of the art early in the item development process.

After evaluating each item against these criteria, the reviewers will accept the item as written, suggest revisions or recommend that the item be discarded. At this point, item writers receive feedback on their items so they may learn the nuances of the program and better understand the importance of using the Test Specifications and blueprints when formulating questions.

Internal Editorial Review

After the assessment specialists and the manager review each item, specially trained editors will review each item in preparation for review by the CDE and the review committees. These experienced editors check questions for clarity, correctness of language, appropriateness of language for the grade level, adherence to style guidelines, and conformity with acceptable item-writing practices. Editors often query the assessment specialists about clarity of content or suggest greater precision in the wording.

Language clarity is the focus of both content and editorial reviews. Each item ETS develops is clear and precise in both wording and concept. Items will be designed to assess knowledge in only the subject area being tested.

Internal Bias and Sensitivity Review

Only ETS staff members who have participated in ETS Fairness Training, a rigorous, internal ETS requirement, conduct the next level of review. These staff members have been trained to identify and eliminate questions that contain content or wording that could be construed as offensive to or biased against members of specific ethnic, racial, or gender groups. These trained staff members review every item before it is prepared for the CDE and committee review. Items that do not meet the criteria are revised or discarded.

Senior Review

As a final quality-control step, the assessment director or another "senior reviewer" reads each item before it is ready for the external review process. This step will bring years of training and experience and "fresh eyes" to search for any problems that may have been overlooked by staff members. Additionally, on an as-needed basis, ETS uses external reviewers to validate content, particularly in the science and history content areas. This crucial review, both internal and external, is designed to assure a quality product and helps ETS maintain its high percentage of acceptance rates with State departments and State review committees.

6. F. CDE Review

Following the rigorous ETS internal review process, all newly developed items and tasks for the CST, STS, CAPA, and CMA assessments will be sent to the CDE for review and recommended changes. The items will be presented to the CDE one per page, with the text of the standard reprinted at the top along with additional classification data like the item code, the correct answer, and the cognitive level, so that CDE staff can easily evaluate the item.

A preliminary schedule for CDE reviews of 2006 item development is shown in the next table. ETS anticipates that CDE reviews of new items will occur on or around the same time each year for each development cycle of the contract. The items will be sent to the CDE for three rounds of review. The first round will include the newly developed items prior to the ARP review. The second round will be the items that survived initial CDE and ARP review. These items will have all suggested CDE and ARP edits incorporated. The final round will be the items that reflect the second round of CDE edits. The items in the third review should be in final format and no further edits should be required at this stage. Note that there will only be two rounds of reviews for items for the History-Social Science CST assessments, since the ARP meetings are typically scheduled late in the summer. The CDE will review the items prior to the ARP meeting and then again once all ARP and CDE edits have been incorporated. The second CDE review will serve as the final review of items for History-Social Science.

Table 22. CDE Review of Newly Developed Items for 2006

Test	Content Area	Grades	First Review	Second Review	Third Review
CST	ELA	2, 3, 4	February 27 – March 10	May 22 – June 2	July 3 – July 14
		5, 6	March 6 – March 17	May 29 – June 9	July 10 – July 21
		7, 8	March 13 – March 24	June 5 – June 16	July 17 – July 28
		9, 10, 11	March 20 – March 31	June 12 – June 23	July 24 – August 4
	Math	2, 3, 4	March 6 – March 17	May 29 – June 9	July 10 – July 21
		5, 6, 7	March 13 – March 24	June 5 – June 16	July 17 – July 28
		Algebra I, Algebra II	March 20 – March 31	June 12 – June 23	July 24 – August 4
		Geometry, High School Math	March 27 – April 7	June 19 – June 30	July 31 – August 11
	Science	5, 8 *NCLB*	February 27 – March 10	May 15 – May 26	June 26 – July 7
		10 *NCLB*, Biology	March 6 – March 17	May 22 – June 2	July 3 – July 14
		Earth Science	March 13 – March 24	May 29 – June 9	July 10 – July 21
		Chemistry, Physics	March 13 – March 24	June 5 – June 16	July 17 – July 28
	History-Social Science	8	May 8 – May 19	July 10 – July 21	
		10	May 15 – May 26	July 17 – July 28	
		11	May 22 – June 2	July 24 – August 4	
STS	ELA	2, 3, 4	May 29 – June 9	July 31 – August 11	August 28 – September 8
		5, 6, 7	June 5 – June 16	August 7 – August 18	September 4 – September 15
	Math	2, 3, 4	May 29 – June 9	July 31 – August 11	August 28 – September 8
		5, 6, 7	June 5 – June 16	August 7 – August 18	September 4 – September 15
CMA	ELA	2, 3, 4, 5	May 1 – May 12	July 3 – July 14	August 14 – August 25
		6, 7, 8	May 8 – May 19	July 10 – July 21	August 21 – September 1
		9, 10, 11	May 15 – May 26	July 17 – July 28	August 28 – September 8

Test	Content Area	Grades	First Review	Second Review	Third Review
	Math	2, 3, 4, 5	May 1 – May 12	July 3 – July 14	August 14 – August 25
		6, 7, 8	May 8 – May 19	July 10 – July 21	August 21 – September 1
		9, 10, 11	May 15 – May 26	July 17 – July 28	August 28 – September 8
	Science	5, 8, 10	May 8 – May 19	July 10 – July 21	August 14 – August 25
CAPA	ALL	ALL	April 25 – May 5	June 19 – July 14	August 7 – August 18
STS grades 8 through 11 will be added to the review rounds in 2007, when development on those tests begins. CMA items for ELA and Math at Grades 4 through 11 will be a review of items selected from the CST banks for inclusion in the CMA.					

6. G. External Item and Task Reviews

The Item Development Coordinator will be in continual contact with the CDE and with ETS's content area Development Teams and item writers throughout the item-writing and editing process and will assure that ETS provides information to the CDE at all stages of the process. Once all internal ETS reviews are complete and all edits have been made, the items, along with all identifying information, will be prepared for review by the STAR committees, which include the ARPs and the SPAR panel. The tasks of the ARP will include the review of content (match to standard, technical quality) as well as review for bias and sensitivity issues (elimination of language, symbols, words, phrases, and content regarded as offensive to subgroups). The tasks of the SPAR panel include final review of all new items before they are included in field-test forms for compliance with *Education Code* Section 60614.

ETS will keep thorough and accurate notes throughout each committee review. Following each meeting, ETS assessment specialists and CDE staff will discuss notes from their item books so that both parties have the same copy of all edits, comments, concerns and suggestions from the committee.

Following the ARP review, and prior to the SPAR review, the ETS assessment specialists remove rejected items and incorporate committee changes to all remaining items. Both test development staff and editorial specialists conduct internal reviews prior to preparing items for each review stage. After all reviews have been completed, assessment specialists review this information before selecting items for field testing.

Assessment Review Panels

Committee membership will include educators and university and college subject matter specialists. In contacting potential committee members, ETS will assure a representation of gender and of the geographic regions and minority groups in California.

ARP members who are current school staff members will have the following qualifications:

- A bachelor's or master's degree in the subject area
- Three to five years of teaching experience in the subject area
- Demonstrated knowledge and experience with California content standards (this will be ascertained during the recruitment process)
- Special education credential (CAPA and CMA only)
- Experience with more than one type of disability (CAPA and CMA only)
- Three to five years as a teacher or school administrator with a special education credential (CAPA and CMA only)
- Bilingual and biliterate in Spanish (STS only)

SPAR Panel Review

The SPAR panel is convened by the CDE on the third Wednesday of each month. During the appropriate times, all new items will be presented in binders for SPAR panel review. The items will have been revised and proofread following the ARP meetings. Experienced ETS staff will be present at the SPAR meetings to facilitate the reviews.

6. G1. Description of and Augmented Timeline for Review Panels

ARP members will be trained to review newly developed items for relevance in terms of the purpose of the test, alignment with the California content standards, difficulty range, clarity, correctness of the answer and plausibility of the distractors. ARP meetings will also include a

review for issues of bias and sensitivity. In addition to the review of newly developed items, ARP members will also review versions of the proposed Released Test Questions (RTQs). Because these items are released to the public, it is important to have the ARPs review these items for the statistical characteristics of the items and match to the standards. After the newly developed items have been field tested, the ARP members are reconvened to review the resulting data from the field tests.

SPAR panel members are convened to review all newly developed items for compliance with *Education Code* Section 60614. No items will appear on STAR assessments without prior approval of the ARP, the SPAR, and the CDE.

ETS will increase the involvement of the ARPs in STAR test development and review activities. The following meetings will be added to the established ARP meetings:

Passage Review Meeting. STS ARPs will be assembled to review passages for the Standards-based Test in Spanish before items are developed to accomplish the following goals:

- Verification of proper distribution of commissioned vs. permissioned, type of passage (literary, functional, informational) according to the test specifications.
- Early opportunity to identify potentially biased or offensive content.
- Ability to edit commissioned passages to improve text or build in information to support item writing.
- Passages that reflect ARP direction for Spanish-language usage, punctuation, and grammar.

Members of the STS Reading-Language Arts ARP will meet to conduct passage review. Meetings will be held annually, early enough in the development cycle as to allow enough time for careful item development.

Blueprint Review Meeting. In keeping with the rollout schedule for the Standards-based Tests in Spanish, ETS will host an ARP meeting to review blueprints for Grades 5, 6, and 7 in February 2006. A review of the proposed blueprint will help guide item development, and assure an assessment that is parallel to the CST. A similar blueprint review will be conducted for Grades 8, 9, 10, and 11 in 2007.

Data Review Meeting. Once field testing for CMA and CAPA components has been completed, the respective ARPs will meet in August to review data. The panel will review and discuss items with questionable statistics, and the implications (if any) of instruction on student performance. These annual meetings will follow the same procedures used for ARP review of data in the CST and STS.

Forms Review Meeting. In keeping with the procedures developed for the CST, STS, and CAPA, ETS will also host a Forms Review meeting for the CMA ARP in September of each year. This important checkpoint in the test development process will provide the State with another opportunity to receive valuable feedback from California educators.

Released Test Questions Review Meeting. To maintain consistency across programs, ETS will host an ARP meeting to review released test questions for CAPA. This meeting will be held in conjunction with ARP data review meetings in August of each year.

Item Specifications, Test Specifications, and Sample Items Review Meetings. ETS will host a one-time meeting to review item specifications, test specifications, and sample items for STS, CMA, and CAPA. Such a meeting will help assure that ETS, the CDE, and

ARPs share the same vision for the content and format of the items for these new programs. These meetings will be held in April of each year.

CST Grade 3 ELA Meeting. ETS will host a meeting of the ad hoc group of ARP and Technical Advisory Group (TAG) members who had met in October 2005 in a continuing commitment to follow a three-year plan for improvement of this CST.

Table 23 outlines a proposed schedule for ARP and SPAR meetings for the 2006 development cycle. All dates are subject to approval by the CDE.

Table 23. Proposed Schedule of ARP and SPAR Meetings for 2006

2006 ARP and SPAR	
Meeting	**Date**
ARP — STS, Passage Review	February 7–9
ARP — STS, Blueprint Review (Grades 5-7)	February 21–23
ARP — CAPA, Item Specs, Test Specs, and Sample Item Review	April 4–6
ARP — STS, Item Specs, Test Specs, and Sample Item Review (Grades 5–7)	April 4–6
ARP — CST, Science (New Items)	April 10–12
ARP — CMA, Item Specs, Test Specs, and Sample Item Review	April 10–12
ARP — CST, ELA (New Items)	April 18–20
ARP — CST, Math (New Items)	April 25–27
ARP — CAPA, New Items/Tasks	May 16–17
SPAR — CSTs, Science, Math, ELA	June 21
ARP — CMA, New Items and Reporting Categories	June 21–22
ARP — CST, History-Social Science New Items, Data, and RTQs	June 27–29
ARP — STS, New Items	July 12–14
ARP — CST, Science Data and RTQs	July 18–20
ARP — CST, ELA Data and RTQs	July 25–27
ARP — CST, Math Data and RTQs	August 1–3
ARP — STS, Data and RTQs)	August 8–10
SPAR — CST, History-Social Science, CMA, CAPA, STS	August 16
ARP — CAPA, 2007 Operational Forms	September 1
ARP — CST, All Content Areas 2007 Operational Forms	September 8–9
ARP — STS, 2007 Operational Forms	September 29

6. G2. Review Panel Processes

ETS's assessment specialists will facilitate the ARP meetings.

Assessment specialists begin these meetings by conducting a training session on how to review items. ETS will also specifically train panel members in reviewing items for relevance in terms of the purpose of the test, alignment with the California content standards, difficulty range, clarity, correctness of the answer, and plausibility of the distractors.

ARP panels will also review items for bias and sensitivity issues. Below is a list of tasks commonly associated with bias and sensitivity review.

- Cultural diversity
- Diversity of background, cultural tradition, and viewpoints to be found in the test-taking populations
- Changing roles and attitudes toward various groups
- Role of language in setting and changing attitudes toward various groups
- Contributions of diverse groups (including ethnic and minority groups, individuals with disabilities, and women) to the history and culture of the United States and the achievements of individuals within these groups
- Avoidance of stereotyping and using language, symbols, words, phrases, or examples that are sexist, racist, or otherwise potentially offensive, inappropriate, or negative toward any group

After training, the first step of the item review process, panel members will be asked to review a set of items independently. As committee members individually review items for content validity, technical quality and problems of bias or sensitivity, they record their comments on the rating sheet. The next step in the review process would be for the group to discuss each item. At any time during the meeting, each content area group may divide further into smaller groups, depending upon the consensus of the group members and the numbers of items still to be reviewed. ETS staff will provide oversight of the smaller groups as well.

At data review meetings, the ARP will be asked to discuss items that have “poor” statistics. The committees will be asked whether there are instructional issues that have negatively affected the performance of the item or whether they have detected a content problem within the item. The committee will be asked to recommend whether to accept or reject each item for inclusion in the STAR item bank. The CDE will define the criteria for acceptable or unacceptable item statistics. The panel members will also use Differential Item Functioning (DIF) data to make judgments about the appropriateness or fairness of items to all individuals and subgroups. One or more TAG members will be invited to participate in ARP data review meetings.

SPAR Panel

The Statewide Pupil Assessment Review (SPAR) panel will assure that the test items conform to the requirements of *Education Code* Section 60614. ETS will assemble the items into field-test sets for the SPAR review to help keep the development process on schedule. If specific items are rejected by the SPAR panel, ETS will adjust the field-test sets as needed. The constructed-response writing tasks will also be prepared for review. If the SPAR panel rejects specific items or constructed-response writing tasks, they will be removed from the pool of available items. For the SPAR panel meeting, the set of items for review will be delivered to the CDE headquarters in advance of the meeting. The items will be accompanied by a cover memorandum describing the content areas and numbers and types of items being presented for review. The Test Development Project Lead or other designated staff will be available to respond to questions during the course of the meeting. Items will be picked up by ETS at the CDE headquarters at the conclusion of the SPAR meeting.

6. G3. Review Panel Training Materials

Two documents form the basis for the ARP review guidelines. The first is titled Guidelines for Item Writers, and the second is titled Guidelines for Bias and Sensitivity Review. ETS will work with the CDE to revise these documents as needed for the STAR Program. ETS will then use these documents for training at committee meetings as directed by the CDE. General guidelines for item review are listed below.

Guidelines for Reviewing Items for Content Issues

Does/Is the item —

- Have one clearly correct answer?
- Measure the intended California knowledge or skill?
- Test worthwhile concepts or information?
- Reflect good and current teaching practices?
- Reflect appropriate Principles of Universal Design?
- Present content that is free from bias against any person or group?
- Appropriate for English Learners (ELs)?
- Have a stem that gives the student a full sense of what the item is asking?
- Avoid unnecessary wordiness?
- Use response options that relate to the stem in the same way?
- Use response options that are plausible and reasonable?
- Avoid having one response option that is markedly different from the others?
- Use graphics or art pieces that are easily interpretable and directly related to the item?

Panelists will also need to make judgments on item stimuli based on whether or not each individual stimulus is —

- Required in order to answer the item
- Likely to be interesting to students
- Clearly and correctly labeled
- Complete, so that it contains the information needed to answer the item

ARPs will review newly developed items for fairness, as detailed in the ETS Standards for Quality and Fairness.

Guidelines for Reviewing Items for Bias and Sensitivity Issues

When reviewing items for bias and sensitivity problems, consider the following. Does the item —

- Contain language that is not commonly used across the state or has different connotations in different parts of the state?
- Discriminate in any way against individuals with disabilities?
- Have any references to religion?
- Reflect a gender or ethnic bias in any way?
- Make assumptions that all students are from the same socioeconomic group?
- Show anyone in a stereotypical manner?
- Have any offensive or demeaning words?
- Contain any controversial or emotionally charged subject matter?

When reviewing the set of items, consider the following. Does the set of items —

- Contain adequate coverage or representation of all subgroups?
- Contain artwork that adequately reflects the diversity of the student population taking the test?

ETS's assessment specialists will be responsible for preparing all relevant materials for the review meetings. These materials include the items with all associated coding, reference or resource materials, and guiding program documents, prepared and formatted in the style approved by the CDE. Item review materials will be organized in individual binders for meeting attendees based on guidance from the CDE. ETS will provide agendas, meeting handouts, and procedures for conducting the meetings to the CDE for review prior to the meetings.

In addition to the review binders and other meeting materials, ETS will prepare all necessary tracking sheets and other forms for committee members to record their judgments, and for staff to maintain systematic documentation of the proceedings and results.

6. G4. Documentation of Review Panel Meetings

ETS assessment specialists will be responsible for making sure all recommendations made by the committee members are recorded in a master item-review booklet. After the ARP meetings, ETS assessment specialists will meet with the CDE to discuss recommended changes to items. CDE will make all final decisions with regard to test items and accompanying materials. Through consultation with the CDE, ETS will make all CDE-suggested revisions to items and prepare the items for field testing. ETS's content area and editorial staff members will proofread the revised items to verify that the changes have been appropriately captured and that the items read as specified by the CDE. ETS will submit any revisions or replacements of items to the CDE for final approval and sign-off. ETS staff will summarize the committee meeting proceedings within the timeframe specified by the CDE, emphasizing in particular the committee recommendations for individual items. All meeting materials and summary reports will be archived by meeting date and committee name for the remainder of the contract period or as long as required by the CDE.

6. G5. Meeting Logistics

ETS Program management staff will be responsible for item-review meeting arrangements and associated costs, excluding costs for CDE staff, SBE members and SPAR panel members.

Specifically, ETS staff will:

- Contract for suitable meeting rooms that are well-lighted, have plenty of working table space and are comfortable for working groups
- Arrange for catering services for the meetings, including continental breakfast, morning and afternoon break refreshments, and lunch
- Arrange for meeting equipment for the work of the committees
- Submit names of committee members to the CDE for approval
- Contact potential review committee participants to announce meetings and to arrange for travel
- Reimburse committee participants per California State travel regulations for travel, lodging, and per diem
- Reimburse districts for substitute costs for teacher participants

All reviews will be held in Sacramento so that CDE and SBE staff may attend.

The CDE, SBE staff, and ARP members will receive ample advanced notification of meetings as well as copies of training materials for each meeting. In addition, committee members will receive materials and the necessary training at the beginning of each meeting. Committee members will also receive forms and directions on completing ETS's reimbursement process.

Recruiting New Panel Members

Item-review members will be recruited from California school districts, targeting classroom-level teachers and other educators. Recruiting letters will be sent to districts through both the superintendents' offices and the district STAR coordinators' offices. This dual approach not only provides important double-coverage, but also recognizes the vast range of California district sizes and administrative structures. Additional members will be sought from other stakeholder groups such as parents, school board members, higher-education professionals, and business and community leaders. ETS will strive for a broad representation from the diverse ethnic and geographic populations of California. Résumés of newly recruited reviewers will be submitted to the CDE for approval, giving the appropriate review time. ETS will be responsible for teacher substitute costs in accordance with the established district pay rate for substitute teachers.

Security of Materials for Review Meetings

All necessary measures will be taken to protect the security of meeting materials. Materials will be packaged and sent to the meeting site using a traceable and verifiable method of shipping. Once received at the meeting site, arrangements will be made in advance to keep the materials in a locked and secure area until ETS staff retrieves them in preparation for the meeting. Each binder and other set of secure materials or any other materials that the State deems secure will be individually numbered and identified to each meeting participant to make sure that all materials can be tracked.

Meeting participants will receive the secure materials only as needed per the agenda, will sign a confidentiality agreement, and will be instructed at the beginning of the meeting on how to maintain the security of these materials. At no time will participants be permitted to take the materials to another meeting room. When a room used by participants is vacated at any time, ETS will arrange to have the meeting room locked upon their departure to make sure that no unauthorized persons have access to the materials. All of the materials are collected at the end of each day of the meeting and kept secure overnight in a locked area inaccessible to unauthorized persons.

At the end of the meeting, ETS staff will gather, examine, and document all secure materials and account for each binder or set and its contents by number. Any missing materials will be reported immediately to the CDE. Secure materials that are no longer needed will be shredded onsite under ETS supervision or packed in a secure manner for traceable shipment back to ETS offices.

6. H. Field Testing

6. H1. Field Test Design

The analyses described below are general and would be applied to all field testing for the CST, CMA, STS and CAPA tests. In cases where the discussion only applies to a subset of the tests, this will be identified in the text.

Field-test items are presently positioned in the middle of the test in a block. ETS recommends that field-test items be dispersed through the operational test, so that field-test positions are varied, making it (1) easier to match their positions when the items are later used in operational forms and (2) more difficult to detect them as field-test items. Matching field-test position during test assembly could improve the stability of scores. For discrete items, items

could appear in every nth position in Year One and be shifted in the next year to deter recognition of the field-test items. When sets of items need to remain as an intact block, as is the case with ELA reading passages, different sets will appear in different positions when field tested. When items are used in operational forms, the field-test positions of the items will be maintained in the operational forms as closely as possible.

6. H2. Process for Analyzing Field Testing Results, Reporting Results to the CDE, and Presenting Analyses in the Technical Report

After the field-test data have been scored, all test items will be subjected to extensive statistical analyses. These analyses will show which items are at an appropriate difficulty level for the testing population and are free from any form of differential item difficulty for subgroups of the population. Additionally, ETS assessment specialists will conduct a confirmatory item to standard match for each of the content areas.

For all field-test items, the following sets of statistical analyses will be completed:

- Item analysis
- Differential Item Functioning (DIF) studies
- Calibration, scaling and equating

To assist psychometricians in overall evaluations of field-test items, the GENASYS system provides a comprehensive item evaluation module that incorporates information from a variety of analyses.

Differential Item Functioning (DIF). In most analyses of DIF, a focal group is identified that is the subject of the analyses; for example, Hispanic students. The rate at which this group answers an item correctly is compared to the rate at which the comparison group responds to the same item correctly. The analysis is carried out for groups who are at the same overall level of achievement. Consequently, if an item is measuring the same construct for both groups, the groups should perform similarly. If the item is differentially difficult for one group or the other, the item may be measuring something different from the intended content. DIF analyses will be carried out for all major subgroups of the testing population, using the Mantel-Haenszel (MH) statistic (see Dorans & Holland, 1993). Items that fail to meet the criteria for low differential item functioning will be revised for additional field testing or removed from the item pool.

Calibration, Scaling and Equating. ETS will utilize the proprietary version of the PARSCALE computer program to assure high-quality calibrations for the multiple-choice and constructed-response items.

For those content areas with embedded field-test sections, the field-test items will be calibrated simultaneously with the operational items and linked to the operational scale through a common-item equating design. The general process for calibrating and scaling the embedded field-test items will be similar for each administration.

The specific steps that will be completed for the calibration of items are:

1. Conduct preliminary item analyses for all the items, confirming that the statistical performance of all items is satisfactory. Items identified as being flawed or requiring revision (for example, negative item-total correlation) will be removed prior to calibrating the items.
2. Simultaneously calibrate the field-test items with the operational items, employing a one-parameter model for dichotomously-scored items and the Rasch partial-credit model for the ELA constructed-response items.

3. Evaluate model-data fit. ETS will evaluate fit statistics in conjunction with plots of model-data fit that are generated by the GENASYS system. Items flagged for potential misfit will be evaluated with respect to impact on test specifications, psychometric quality, and coverage of content standards and strands.
4. Link the item parameter estimates for the field-test items to the operational scale through a set of anchor or linking items consisting of operational items from previous administrations. Note that in standard one-parameter model analyses, this consists of setting the mean of the anchor item parameters based on the new calibrations equal to the mean of the anchor item parameters in the previous calibrations.

For tests that are newly field tested, the items will be calibrated simultaneously for each content area and a field-test scale created for form construction purposes. These items will be recalibrated following operational administration and placed onto the operational scale, which ETS will define in conjunction with the CDE. The item parameters will then be updated for scoring and reporting purposes. Once these tests become operational, the embedded field-test items will be calibrated simultaneously with the operational items.

Process for Analyzing and Reporting to CDE Data for all Subgroups

The field-test analyses will be analyzed and reported for all subgroups of the population as required by the *Education Code* and Title 5 of the California Code of Regulations. The analyses will be available for CDE review within eight weeks from the time of retrieval of the ELA, Mathematics, History-Social Science, and Science completed answer documents and test booklets from schools and/or districts.

Procedure for Providing Expert Advice on Accommodations and Modifications for Students with IEPs or Section 504 Plans

ETS's Office of Corporate Disability Policy will consult with the CDE on accommodations for students with individualized education plans (IEP) or Section 504 plans. ETS will make the résumés of staff experts available for CDE approval and will facilitate a conference call on any accommodations issues with the CDE.

6. I. Standard Setting

This section presents the general procedures that ETS employs in establishing performance standards for all tests aligned to California's SBE-adopted Content Standards. Those tests include the:

- CSTs — ELA Grades 2 to 11; Mathematics, Grades 2 through 11 (including subject-specific tests at high school), History-Social Science, and Science Grades 5, 8, 10 and subject-specific tests at high school
- CMA — ELA, Grades 2 to 11; Mathematics, Grades 2 to 7; and Science, Grades 5, 8, 10
- STS — ELA and Mathematics; Grades 2 through 11
- CAPA — ELA and Mathematics, Grades 2 through 11; and Science, Grades 5, 8, and 10

Standard setting will incorporate information from any required public hearing for newly introduced tests.

The purpose of the standard setting process is to define what a student must know and be able to do to meet the requirements of each of the defined performance levels. For each of these tests, the outcomes of the standard setting provide context for the placement of performance levels' cut scores by the SBE in consultation with the CDE for each of the

performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. These results are based upon the review of test content, the use of student test data, and the knowledge and perspectives of teachers, curriculum specialists, school administrators, parents/guardians and community representatives.

Standards must comply with the federal *NCLB* requirements. In particular, California's standard defining Proficient is used to report the proportion of students reaching that level each year under the annual yearly progress requirement of *NCLB*.

All standard-setting activities will be led by an ETS standard setting expert who has experience in planning, facilitating, and documenting standard setting activities, training in special education and experience in developing and scoring alternate assessments, including training examiners and scorers.

6. I1. Procedure for Using Test Data to Identify Cut Scores

ETS will use item-ordered methods of standard setting for all content areas and grade levels of the CMA, the STS, and the CAPA. For the CMA and STS tests, ETS recommends using the Bookmark method. For the CAPA, ETS will employ a modification of the Bookmark procedure, called the Performance Profile Method, which has been used successfully for setting CAPA performance levels for ELA and Mathematics.

Training of Standard Setting Panelists. Training standard setting panelists thoroughly in the methodology is critical to producing meaningful and defensible cut scores. The majority of the first day is spent training panelists on:

- Standard setting (such as purpose, roles and responsibilities of facilitator and panel members, overview of the method and process, including an overview of the assessment)
- Content standards, which is facilitated by a assessment specialist
- Performance level descriptions
- Test items

An important component of training panelists on a standard setting method is giving them the opportunity to practice. In the training, ETS will include a brief overview of what a scale is and the implications of placing a cut point on that scale. After that overview, panelists will receive a detailed explanation of the standard setting method along with a chance to practice the method. For CAPA, representative examples of performance profiles may be used. ETS will provide panelists with an opportunity to practice making the judgments and then to discuss their judgments with other panelists. Only when they are comfortable that they understand the process and their role will ETS facilitators proceed. ETS will confirm their comfort with and understanding of the basic process with a formative evaluation form that each panelist will be asked to complete before continuing.

After the introduction to testing and standard setting, ETS staff will facilitate discussion with panelists to review the assessed content area as the primary driver for establishing performance levels. This will include a discussion of the connection between the content standards and the test specifications for each grade. For the CMA and STS, panelists will actually take the test in order to fully appreciate the cognitive requirements of each item. In addition, there will be discussion of performance level descriptions and labels associated with the performance levels. This discussion will attempt to elicit additional examples and clarifications of student knowledge and skills that are consistent with the performance levels.

In preparation for this discussion, as a pre-meeting homework assignment, ETS will ask the panelists to review the relevant content standards and to note (and bring to the meeting) three

to five indicators from the standards that they believe define each of the existing level descriptors.

6. I2. Process for Establishing a Panel Who Will Participate in the Standard Setting

ETS will work closely with the CDE and SBE staff and liaisons to identify panels of teachers, curriculum specialists, school administrators, parents/guardians, and community representatives to participate in the standard setting. ETS will recruit potential panelists from among names provided by the CDE, and the CDE and the SBE test liaison will have final approval of all panel membership. For each panel, the majority of panelists will be teachers currently teaching and currently licensed in the subject areas of the tests with not less than five years experience. The panels will be diverse in terms of geographic region and gender and will reflect the diversity of the State of California. For the CAPA and CMA, panelists also will have experience working with special education students. For the STS, panelists will also be bilingual and biliterate in Spanish and English. For the CAPA, the majority of the panelists will be trained and/or experienced in the administration of the CAPA.

CAPA and STS standard setting will be conducted concurrently during 2007; STS and CMA will be conducted concurrently during 2008. For each room, ETS will provide a lead facilitator, a content expert, a statistical/data entry expert, and a logistics/administrative specialist. For CAPA, the content expert will be an individual trained or experienced in special education. For CMA, every effort will be made to provide panelists who have special education expertise along with the content area background. A CDE and/or SBE representative will be in each room to provide a State-specific portion of the orientation.

Following the deliberations of the standard setting committees, the CDE will convene the TAG to review the recommended cut scores for reasonableness, consistency, and other characteristics and either suggest that the recommended cut scores be adopted by the SBE or propose adjustments prior to adoption.

6. I3. Procedures for Working with the CDE to Identify Potential Sites to Conduct Standard Setting Sessions and for Making Arrangements

ETS will be responsible for convening and hosting these standard setting meetings as described. ETS will work with the CDE to identify potential sites well-designed for such a meeting. Once ETS and the CDE have agreed on sites, ETS will be responsible for making the necessary arrangements for the meetings.

ETS will provide a continental breakfast, lunch, and coffee or drink service. ETS will cover all expense reimbursements to the panelists and all meeting facility and catering expenses and will assure that committee members are provided with reimbursement in a timely manner (two to four weeks). The proposed budget does not include CDE staff travel expenses.

ETS will provide a rehearsal of the standard setting workshops with the CDE and SBE in Sacramento. ETS will send two staff members, including the standard setting lead.

6. I4. Procedures for Developing Materials to be Used for the Standard Setting

ETS will consult with the CDE regarding the specific materials that will require CDE and SBE staff review and will develop a schedule for submission and review.

At a minimum, ETS will prepare and produce copies of the following materials:

- Biographical forms for prospective panelists
- Recruiting letters for prospective panelists
- Instruction letters for selected panelists
- Content Standards (supplied by the CDE)

- Meeting plans, agenda, and schedules
- Confidentiality and nondisclosure agreement
- MS-PowerPoint presentations used to train panelists in the standard setting method and specific procedures to be followed
- Practice tests and corresponding item maps to be used in training
- Practice cut score recording forms
- Actual test forms to be used in training
- Ordered item booklets and corresponding item maps for CMA and STS
- Ordered performance profile booklets and corresponding maps for CAPA
- Cut-score recording forms
- Evaluation forms — training, end of Round 1, and final

ETS will produce all materials in sufficient quantity for their intended use by panelists, ETS staff and the CDE and SBE representatives will arrange for shipping as required for standard setting meetings and planned reviews.

6. I5. Procedures for Producing a Technical Report

ETS will document the standard setting process and results and will present a written report to the CDE.

The data provided will include these essential results for each content area and grade level:

- Recommended cut score for each performance level
- Recommended cut scores plus and minus one and two standard errors of measurement and judgment
- Estimate of the proportion of students likely to be classified within each performance level (based on the recommended cut scores)
- Committee demographics

The report will also include the range of cut scores selected by the committee; frequency of selection of each cut score for each round (placement of the bookmarks); median, mean, and standard deviation for each round; selection of committee members; development of descriptors of the standards; training procedures; handling of intra- and inter-committee member differences; the role of impact data; and the handling of alignment of levels across grades and content areas as applicable.

ETS will also record any pertinent questions, observations, or statements made concerning how panelists made their judgments. These can be used in demonstrating the validity of the procedure and how the determination of final cut scores is reached.

To further support validity documentation, ETS will distribute short evaluation forms to panelists at the ends of Round 1 and the workshop. These evaluations will ask panelists to rate the degree to which they understood the process, materials and data, and what factors they considered in making their judgments. The results of the evaluation will demonstrate the degree to which panelists understood and applied the procedures in which they were trained.

6. J. Grade 3 Pattern of Results Recommendations

The STAR results from test administration years 2002–2005 showed improvement in performance in all grade/content areas except Grade 3 English Language Arts (ELA). This applies to mean scaled scores as well as percent proficient and above. After an extensive study of the Grade 3 ELA results, a task force including SBE representatives, the CDE, ETS, and members of the ELA ARP and TAG made several recommendations. These recommendations will be implemented in this scope of work. The following list of recommendations references the sections of this scope of work where the recommendations will be implemented:

Table 24. Summary of Recommendations

Recommendation	Scope of Work Section
• Make minor adjustments in item order and in number of passages to balance sessions in the Grade 3 ELA test for 2006.	7.A (Designing Test Forms)
• Continue working with the ARP to develop, field test, and use Grade 3 operational passages that are shorter and of less cognitive complexity.	6.G (External Item and Task Reviews)
• Schedule an annual ARP review of previous year's form to obtain recommendations on form construction for current test administration year.	6.G.1 (Augmented Timeline for Review Panels)
• Conduct additional research studies.	6.H2 (Analyzing Field Testing Results)
• Expanded communications strategy.	2.J (Communication with School Districts)
• Provide a more proactive outreach on what information is available about the tests and standards.	2.J (Communication with School Districts)
• Enhance the item release with more passage-related items, describing the linkage to standards and illustrating the variety of items associated with each passage.	2.H (Released Test Questions)

In addition, the following Three-Year plan will be followed to assure that the Grade 3 ELA CST changes to the desired form while preserving its year-to-year comparability:

Year 1 (2006 admin): Steps taken:

1. The number of reading passages was reduced by one (one less passage than in 2005).
2. The number of language passages was reduced by one (one less passage than in 2005).
3. The reading load (number of words) was reduced for 2006 to match the reading load in the 2004 test. That makes (in round numbers) 2,000 words at Grade 2, 4,000 words at Grade 3, and 6000 words at Grade 4.
4. Some test items were rearranged to give students some stand-alone items to start the first session (as there have been in Grade 2).
5. Test items were rearranged to balanced the reading load of each of the three sessions to a greater degree than in prior test administrations.
6. Items were grouped, whenever possible, by similarity of stems.

Year 2 (2007 admin): Steps to be taken:

1. With new item development in 2006, minimize the variety of item stems, using more consistent ways to ask the questions for each standard so that students have less "processing" to do to show what they know and can do.
2. Whenever possible, choose items for the 2007 operational forms that have consistent stems.
3. Order the 2007 operational items within a passage more consistently, and place general comprehension questions prior to vocabulary items.
4. Introduce new reading passages in the 2007 operational forms to be consistent with the instructional approach used in SBE-adopted materials. Replace at least two of the 2006 reading passages with new ones that were field tested in 2005 and 2006 (i.e., remove passages dating from 2001 to 2004). The impetus for this substitution is that the 2005 and 2006 reading passages reflect the ARP's 2004 directive to make the grade 3 passages reflect mid-year Grade 3 reading level, rather than end-of-year level.
5. Keep the number of reading passages in 2007 the same as in 2006.
6. Reduce the number of language passages in 2007 by one — that is, one fewer passage than in 2006 (using more stand-alone language items).
7. Keep the 2006 arrangement of giving students some stand-alone items to start the first session (as there are in Grade 2).
8. Continue to keep the reading load of each of the three sessions balanced as it was in 2006.
9. Put the review of the Grade 3 results as a specific part of the ELA ARP agenda for the July data review meetings, incorporated with the review of the 2007 draft operational forms; verify that the reading load has remained the same from 2006 to 2007. SBE staff and liaisons will be invited to these data review meetings.

Year 3 (2008 admin): Steps to be taken:

1. Field test the new items that minimize the variety of item stems, so that they can be incorporated in the test in 2009. Continue to develop new items that minimize the variety of item stems and arrangements of items associated with a passage.
2. Whenever possible, choose items for the 2008 operational form that have consistent stems.
3. Incorporate in 2008 one or two more reading passages that were field tested in 2005–2007 (i.e., remove passages dating from 2001 to 2004).
4. Reduce the number of reading passages in 2008 by one— that is, one fewer passage than in 2007 (using more items per passage).
5. Keep the number of language passages the same as in 2007.
6. Keep the 2006–07 arrangement of giving students some stand-alone items to start the first session (as there are in Grade 2).
7. Continue to keep the reading load of each of the three sessions balanced as it was in 2006–07.
8. Put the review of the Grade 3 results as a specific part of the agenda for the July data review meetings, incorporated with the review of the 2008 draft operational forms; verify that the reading load has remained the same from 2007 to 2008.

7. Component Task 7: Test Form, Test Booklet, and Answer Document Construction (CST, CAPA, CMA, STS, NRT)

7. A. Designing Test Forms for the CSTs, CAPA, CMA, and STS

ETS assessment specialists will build the individual field-test sets, reviewing items to avoid clueing. Once the operational test form has been built, but before it is shared for data review, the assessment specialists will review the operational form against the field-test sets and make changes in items, if necessary. As part of the CDE review process, ETS will provide a revised version of the field-test items when the operational forms for initial review are presented.

Forms for all STAR assessments will be evaluated for overall content, range of difficulty of items, and diversity of subject matter and approach, as well as multi-cultural and gender representation. The process described below details the steps taken toward these ends. The ability to build forms that incorporate these qualities begins, however, with the development of passages and items that, taken as a whole, produce an item bank that supports the creation of forms with appropriate depth and range.

ETS will take the following steps toward creating STS forms that will be equivalent in rigor to the CSTs. The first of these is to develop items for the STS to the same requirements as those that apply to CST items. To support this goal, ETS will:

- Have the same ETS Assessment Directors responsible for reviewing CST items also review STS items
- Train the STS ARPs in the same way as the CST ARPs
- Use the same Item Writer Guidelines/Test Specifications for the STS, except that sample items will be in Spanish
- Recruit for and facilitate ARP member overlap with members of the CST ARPs invited to serve on the STS ARPs
- Build forms of the STS within the same range of *p*-values as the CSTs

ETS will follow the principles of universal design in all test materials. While the application of these principles begins with the Academic Content Standards, they are especially important in materials that are used directly by students (i.e., test forms and answer documents). Section 7. D below discusses the application of Universal Design to Form Design and Production for Students with Disabilities.

7. A1. Content and Psychometric Criteria Used for Item and Task Selection and Ensuring Proper Test Form Assembly

The test construction schedule requires that the operational forms be built four to five months prior to their administration. This timeline allows the CDE at least 15 days to review the forms and the final proofs prior to printing.

During the operational test form development process consists of the following steps:

1. The Development Team receives the item statistics from the field tests. The content requirements of the test blueprint govern the item selection process for the operational forms. However, each operational item must meet stringent psychometric requirements as

well. Working with the CDE, ETS will verify the acceptable parameters for difficulty, item-total test correlation, and Differential Item Functioning (DIF) statistics.

2. Operational forms are built. Test development specialists identify an anchor set of items, which will comprise approximately 50 percent of the items in each content area. ETS will work with the CDE to identify anchor sets that meet both the content and psychometric guidelines for high-stakes tests.
3. The ETS Development Team will identify the remaining operational items. The full operational forms will be submitted to the CDE for approval.

ETS verifies that:

1. All items reflect the decisions of the ARPs and the CDE, and have been reproduced with 100 percent error-free accuracy.
2. The field-test sets are constructed to reflect a variety of strands and estimated difficulty levels.

All field-test sets will be submitted to the CDE for approval.

7. A2. Test Length and Composition and Test Alignment/Linking with Content Standards

Test Length and Composition

The tests will be constructed to accurately reflect the approved test blueprints. Because the blueprints identify the content standards to be assessed and the numbers of items to be tested under each content standard, they govern both test length and test content.

Having a large number of items covering each content standard is key to good test construction:

- It provides flexibility to item selection, as items can be “traded in” or “traded out” of the initial draft test form in order to meet the statistical requirements of the test.
- It is especially important for passage-based ELA items. Obtaining the appropriate test characteristics can be difficult if there are no extra items for a passage that can be substituted when needed. ETS will create an appropriate overage of usable items for every passage so that test construction can adhere to the test blueprints in every respect and reflect the highest standards of assessment.

The requirements of the STAR blueprints must be maintained, including the provision of retaining 50 percent of items, including the anchor item set, in the operational forms. The Mathematics field-test items must be placed with the other items in the Math strands. For ELA, the field-test items will be placed in various locations within the operational form.

7. A3. Item Selection for Choosing Items for Operational Forms

7. A3a. Process for Selecting Items/Tasks

Item Selection System for Test Development

For the item selection system in STAR test development, ETS will continue to use the STAR Item Bank System (see Section 5.). The item bank provides the test developer with a worksheet of items that are eligible to be selected for a new administration. Various statistical and classification information is available for these items, such as item number, item type, status, standard code, answer key, and statistical information (for example, point biserial correlation for the key and for each distractor, item *p*-value, and proportion of students choosing each distractor, IRT b-value).

Development of New Forms for Each Administration

When each STAR form is constructed, assessment specialists will choose and assemble a collection of test items designed to reflect a reliable, fair and valid measure of student learning within well-defined course content. Specific procedures and required test characteristics will vary from area to area. In constructing the test forms, the ETS assessment specialists will refer to the following content considerations on test form requirements.

Content Considerations:

Assessment specialists will adhere to all content requirements noted in the appropriate blueprints. The correct number of items will represent each standard and strand on each form.

Assessment specialists will select items so that the test content will be a thorough sampling of the knowledge and skills that are being measured. They will review the constructs and content included within each standard on the test blueprint and will make sure that items do not focus on a narrow range of the components within a standard.

Assessment specialists will review the comments of review committees and select items that follow this input.

For passage-based tests, the ELA assessment specialists will sequence passages to establish and maintain student interest in reading material. In order to accomplish this, test developers will:

- Make sure the passages are appropriately diverse in content and that the topics and writing styles presented are varied and appropriate to grade level
- Use a mix of previously published and commissioned passages
- Sequence passage types (literary, informational, etc.) to provide a varied reading experience
- Alternate passages by length

Assessment specialists will check that all the items selected have gone through the appropriate review procedures and have been approved for use in test forms.

Within each form, test developers will select items that reflect a balance of gender, ethnicity, regions, etc. A chart will be created that notes the distribution of names by gender, ethnicity, and type of role (traditional or non-traditional).

Items with and without artwork will be used in appropriate proportions and balanced within the test form. This will provide variation in appearance of page spreads and in the testing experience.

Assessment specialists will review individual items for dated content. Items with content that has become dated will not be used.

Items will be carefully reviewed for instances of clueing - information in one item or stimulus providing information that clues the correct answer to another item.

Statistical Considerations:

Before the ETS assessment specialists begin to build a live test form, they are trained in reading, interpreting, and using the item statistics that appear on the data label that will accompany each item.

Most of the individual items selected by the assessment specialists will have *p*-values (a measure of difficulty) that range from 0.35 to 0.80. Some items may be chosen outside of

this range in order to provide more meaningful and accurate scores for students at a wider range of performance levels.

Assessment specialists will choose a collection of items yielding overall difficulty that falls within a specified range. **This means that each parallel form will be built with a comparable mean difficulty for each strand or reporting category and for the total test.** Also as a result, forms in each content area will be equivalent in difficulty to the forms in the same content area from year to year.

Items will be chosen in which all four answer options are functioning (attracting some students). Both p-values and point-biserials will be examined for each distractor.

The differential item functioning (DIF) flags and DIF statistics will be carefully considered.

Items used on any form will have item-total correlations above 0.20.

Arrangement of Items:

Equating anchor items will be placed in each form first, and the sequence of the equating anchor items will be kept consistent from form to form.

The initial items on a form and in each session will be relatively easier than those items that follow so that many students experience success early in each testing session.

The remaining items will be sequenced within a form and within a session by alternating easier and more difficult items.

The distribution of correct-answer positions will be checked so that there will be an approximately equal number of correct answers in each of the four positions.

Test developers will not sequence the correct answers into any sort of pattern.

ETS will attend carefully to the flow of item content within the form; the area of knowledge students will be required to use to respond to an item will not be extremely different from the previous item.

Field-Test Items:

Assessment specialists will choose items to be field tested on each form according to the specifications and the item development plan for each test. These items will be chosen from items that have successfully passed the complete review process. All field-test items will be embedded in fixed locations throughout the test in a given year, rather than appearing as a group at the end. They will appear in the same positions on every version of the form. The locations of the field-test items may change from year to year.

Versions of a form will differ only with regard to the embedded field-test items in a given year.

ETS will submit all field-test sets to the CDE and will make changes and any necessary substitutions as requested by the CDE.

Field-test items will be selected to assure that the content requirements noted in the test blueprint and the item utilization plan will be met in the future.

Page Layout:

Tests must be readable and inviting and have ample white space. Items must be positioned carefully on each page so that their sequence is clear to all students. Artwork and graphics are important in tests as a way to lend interest (when accompanying a passage, for example), as stimuli (for example, for an algebra problem), and benefit the visual learner. All artwork and graphics must be clearly drawn and clearly reproduced. It is

also important that all artwork is easily accessible to visually impaired test takers and English language learners. ETS designers will avoid using intricate fonts, small type sizes, gray shadings, and other complexities that might tend to disadvantage some groups of students. For the STAR assessments, ETS will continue using the layout developed for previous administrations.

Items connected to a common stimulus or passage will be, whenever possible, placed on the same page as the stimulus or on a facing page. This is not always possible in ELA because of the length of passages and the number of items that are associated with a passage.

Test developers will carefully consider how items will appear on the printed test pages. They will work with the editorial and publishing staff to create pages that look inviting but have limited wasted space. Because the field-test items will always be in the same location within the different versions, some versions may have more white space because of differences in passage or item length within the field-test items.

ETS will deliver to the CDE a form planner for each form that lists the linking items, the code that identifies the strand for which each item will be used to generate sub scores, the item key, the item statistics from the previous administration, the proportion of students responding to each answer option, the item position on the proposed form, and summary data for the total test, e.g., mean p-values, b-values, and point-biserials, etc. The form planner will also be provided in electronic format (readable by the STAR item bank) at the same time as hard copy delivery.

During the composition of the pages for the operational forms, the field-test items will be incorporated into the forms to create the required number of versions. The layout of each version will be carefully reviewed for completeness of the items, clarity of the artwork, and effective use of white space. ETS Assessment Specialists and editors will review each composed page. Furthermore, the assessment specialists will verify that each item is correct and that all parts of the item are present. The editors will do a technical check that will include verifying accuracy of headers, footers, folios, sequence numbers, and directions. They will also perform an end-line check against the original version of the item.

The CDE will have at least 15 working days for review and approval prior to printing deadlines. The CDE will have at least 15 working days for review and approval prior to printing deadlines.

7. A3b. Rotation of Standards Coverage on the CSTs

The item development plan in Section 1 takes the needs for rotation of standards coverage into account, developing items in proportion to the need to maintain an adequate supply of items in the item bank for each standard. The Assessment Director for each subject area will review each year's plan and make sure that the numbers of items to be developed to support the assessment of each standard, tested each year, that the number of items tested each year remain the same per content standard, and that the standards identified for testing on the CSTs are assessed. The plan will maintain a high degree of accuracy in the longitudinal test results across forms of the tests.

7. A3c. Year-to-Year Comparability of Scaled Scores and Performance Levels

Obtaining score comparability from year to year is the result of many processes throughout the test construction, administration, calibration and equating process. In addition to the anchor set model, ETS will employ other practices recommended in the literature for facilitating form-to-form comparability, such as:

- Choosing and employing anchor-item sets so that the anchor items in each new form are proportionally representative of the full test with regard to content specifications and test difficulty
- Scaling and linking all field-test items to the existing IRT scales
- Assembling tests to exacting content and IRT-based statistical specifications at both the cluster and total test levels, so that the test forms are as parallel as possible and greater stability of the equating relationship is achieved, resulting in greater stability of the scaled scores from year to year
- Assembling tests by considering model-data fit and selecting items that best fit the one-parameter model (subject to meeting content specifications)
- Rotating anchor sets to minimize item exposure and using non-anchor items to independently check the consistency of linkings based on the anchor sets in post-equated designs
- Linking items will appear in the same locations in the new and reference forms of the test so that position effects are controlled, which results in a more stable and unbiased equating relationship
- Carrying out test administrations in standardized ways so that students are treated with equity and common standards may be applied
- Making equating samples sufficiently large to estimate the item parameter estimates (and score) statistics to achieve greater scale stability

7. A3d. Procedures for Linking and Equating Test Forms

Equating tests is essential in order to provide scaled scores that have similar meaning from year to year. The CST and CAPA as well as the CMA and STS tests will be equated using an anchor-test design where a block of the same items is embedded in adjacent year tests. A new anchor block is selected each year from the previous year's test. The anchor block provides a means of placing all of the calibrated, but as yet unscaled new form items on the reference (base) form scale. ETS uses the PARSCALE statistical software to equate.

The new form items are transformed to the reference IRT scale using the Stocking and Lord (1983) test characteristic curve procedure. When all the items for both the new and old forms of the test are on scale together, an equating procedure (described in more detail in Section 11.D.3) is used to find the number-correct score on the reference form of the test that corresponds to the number-correct score on the new form of the test.

Through this process, the scaled score or number-correct relationship on the reference form is transferred to the new form of the test. The result is an equated scoring (conversion) table that can be used to convert the number-correct scores on the new form of the test to the appropriate (equated) scaled score.

While this model is very strong, some variability is introduced through the use of chained anchors (i.e., blocks of items that are common for adjacent years but not across several years). Were the same set of anchors used for longer periods of time, greater score stability might be achieved. Haertel (2004) has found that, at the aggregate level, item sampling appeared to play a large role in the variability of scores. This would be a way of addressing this source of score variability. The danger in repeating the same anchor over time is that these items may become over-exposed and change their characteristics which may result in scale drift.

7. A3e. Process for Providing Recommended Item Selections

For the first review of each operational form, ETS will provide a form planner with all required data for every item, one item per page item cards with the data for that item, and hard copy mock-ups of the proposed form in item order. The CDE consultant will then be able to review the proposed form with the STAR item bank available, should any substitutions be desired. The schedule in Section 1 details the sequence and duration of each of these reviews. By the end of each review period, the CDE content consultant will have the opportunity to share their feedback on the proposed form with their ETS assessment specialist counterpart.

7. A3f. Plan to Ensure that Tests will Include Test Items/Tasks of Differing Levels of Difficulty

The STAR tests are built to statistical targets in the form or a test characteristic curve and the conditional standard error or measurement (CSEM) curve. The assembly targets were developed using items from test forms that had been assembled to blueprints as well as using overall reliability and CSEM requirements. The equating blocks are assembled to proportionally adjusted targets. When these targets are met, it assures a distribution of item difficulty across the test as a whole. However, it does not guarantee that each test form will have the same variation of item difficulty within a strand or reporting cluster. Targets will be developed for smaller units of assembly than the test to help improve that parallelism of the test forms. While this will place greater demands on the item pools, it will yield greater parallelism between test forms and increased stability in the scores.

7. A4. Procedures for Providing the CDE with Test Forms that Include Proposed Items and Item Statistics for Review and Approval

In addition to the steps described above, ETS has scheduled several reviews subsequent to agreement on the proposed test forms. The second review of the proposed form will include the version of the operational test that shows the changes specified by the CDE content consultant in the first review. As in the first review, field-test items that also reflect changes following the first review of those items will be provided for every version of the form.

The third review will consist of final PDF versions of forms, both the operational form and the items for each field-test version. The field-test items will not be merged with the operational form so that CDE is not required to print the complete form of each version. When this form is presented to the CDE for review, the CDE will also receive a list of the changes requested following the second review so that the CDE content consultant does not have to review the entire batch of operational items and field-test items.

Each review of the form will be accompanied by a revised electronic and hard copy form planner.

7. B. Constructing Test Booklets for the CSTs, NRT, CAPA, CMA, and STS.

The following scannable test booklets will be produced for the STAR Program:

- Grade 2 CST test booklet
- Grade 3 CST test booklet
- Grade 3 NRT test booklet
- Grade 2 STS test booklet
- Grade 3 STS test booklet
- Grade 2 CMA test booklet
- Grade 3 CMA test booklet

The test booklets will provide fields to capture student responses and demographic information; hence the test booklet and answer document are one and the same for these tests.

Test Book Development Process

The development of test booklets is a collaborative process among ETS, operations subcontractor, Pearson Educational Measurement (PEM) and the CDE. Test booklets will be produced according to the following standard production process. The CDE retains final review and approval for testing materials prior to printing. The process includes the following steps:

1. Print File to PEM
2. Page Proofs
3. Page Proof Revisions
4. Second Page Proof Revisions
5. Production Phase

Print File to PEM

Early each October, ETS will provide PEM with print files for all scannable test booklets. In addition, ETS will provide bookmaps for each test booklet, and will specify which pages are common or variable across test book versions.

Page Proofs

Once PEM receives the print file from ETS, the following steps occur as part of the page proof process:

1. Demographic pages are added to the test booklet and the appropriate variable and common pages are put together to create the test booklet.
2. PEM then sends the document to their Proofreading Department with the standard proofing checklist attached. As part of this process, the directions in the test booklet are checked for format, grammatical correctness and proper use of conventions.
3. Proofreaders review the document using the bookmaps and item matrices for comparison and mark any corrections or revisions that need to be made.
4. The PEM Forms Project Director reviews the revisions and makes any additional required edits.
5. The PEM Forms Designer updates the draft with all marked revisions.
6. The process of reviewing and revising is continued until the document is determined to be “clean and final.”
7. After the review, the PEM Forms Designer creates the digital file complete with items and embedded graphics.
8. Page proofs of the test booklet will be printed and delivered to the CDE for its review. Project schedules include five business days for the CDE to complete a review, make revisions on the page proofs, and return the proofs to PEM to complete the workflow process.

Page Proof Revisions

When PEM receives the page proofs, their design team incorporates the necessary changes to the test booklet. PEM then sends the test booklet to their proofreaders, who compare it to the page proofs received from the CDE. If necessary, the Forms Designer makes further changes and the test booklet is then returned to the proofreaders.

Second Page Proof Revisions

After the page proof revisions are complete and verified by PEM's Proofreading Department, they will be delivered to the CDE for final review and approval.

During this process, the PEM Forms Department will continue to provide page proofs to the CDE until the final test booklet design is approved. Upon approval, the Forms Designer will create a digital copy, check it against the page proof, and send it to the printers. The document will go through a final verification process when the printer produces and sends the blueline of the document to the Forms Department, where accuracy and print image integrity will be verified.

Production Phase

A document will be released and declared "clean" only after all review criteria have been satisfied. Only then will PEM's printing division receive approval to print.

PEM uses the following detailed production processes to produce quality documents:

1. Press sheets are checked during the print run to verify thorough ink coverage, color and overall print quality.
2. Operators select sample documents for color proofing and quality testing at predetermined locations throughout the print run for testing.
3. Forms are carefully inspected for squareness of cut, exact positioning of tracks, codes, text and response positions, and the quality of printing.
4. Forms are released for subsequent activities only after they meet quality control standards.
5. After releasing the documents, the printed signatures move to the bindery area for binding, wrapping, and packaging in accordance with project specifications.
6. During binding, bindery personnel establish in-process checks to further verify quality control.
7. A final internal review is performed before documents are shipped to customers.

The test books for Grades 4–11 will be printed by ETS and willl be non-scannable. The page proof process will be similar as with PEM with the CDE receiving final laser for review and signoff, refer to the schedule given in Section 6 for these reviews.

7. C. Designing and Constructing Answer Documents for the CSTs, NRT, CAPA, CMA, and STS

PEM will design and print answer documents to correspond to the test booklets. The school and grade ID sheets will identify the school code, grade, teacher name, and other information needed for aggregating student data. The demographic intake sheet will collect demographic information for non-tested students.

Depending on the specific requirements dictated by grade and subject area, the scannable answer documents are single sheets, four-page folders, 12-page answer booklets, or self-contained test booklets (the Grade 2 and Grade 3 test booklets as described in Section 7. B). Answer documents will allow space for collecting responses to multiple-choice or the writing prompt. All answer documents can be pre-coded by either printing the specific information directly onto the document or by applying a machine-readable label containing the appropriate information.

The quantities of answer documents, school and grade ID sheets, and demographic intake sheets required for the STAR Program are provided on the following pages in Table 25. The

figures provided are based on the testing volumes included on page 9 of the STAR RFS and historical print overages required for this program.

Table 25. Printing Quantities for Answer Documents, School, Grade ID Sheets, and Demographic Intake Sheets

Document	No. of Pages	2007 Print Quantity	2008 Print Quantity	2009 Print Quantity
Grade 4 Answer Folder	4	665,000	665,000	665,000
Grade 5 Answer Folder	4	640,000	640,000	640,000
Grade 6 Answer Folder	4	630,000	630,000	630,000
Grade 7 Answer Folder	4	610,000	610,000	610,000
Grade 8 Answer Folder	4	620,000	620,000	620,000
Grade 9 Answer Folder	4	685,000	685,000	685,000
Grade 10 Answer Folder	4	660,000	660,000	660,000
Grade 11 Answer Folder	4	610,000	610,000	610,000
Grade 4 March Writing	12	565,000	565,000	565,000
Grade 7 March Writing	12	520,000	520,000	520,000
Grade 4 May Writing	12	100,000	100,000	100,000
Grade 7 May Writing	12	90,000	90,000	90,000
Math End-of-Course Answer Sheet	2	1,941,444	1,941,444	1,941,444
Science End-of-Course Answer Sheet	2	1,080,980	1,080,980	1,080,980
History-Social Science End-of-Course Answer Sheet	2	1,575,966	1,575,966	1,575,966
CAPA Answer Folder	4	60,000	60,000	60,000
Grade 4 CMA Answer Folder	4	12,000	12,000	12,000
Grade 5 CMA Answer Folder	4	12,100	12,100	12,100
Grade 6 CMA Answer Folder	4	12,200	12,200	12,200
Grade 7 CMA Answer Folder	4	12,500	12,500	12,500
Grade 8 CMA Answer Folder	4	12,600	12,600	12,600
Grades 9, 11 CMA Answer Folder	4	26,500	26,500	26,500
Grade 10 CMA Answer Folder	4	13,200	13,200	13,200
Grade 4 STS Answer Folder	4	18,000	17,900	18,300
Grade 5 STS Answer Folder	4	12,100	12,100	12,000
Grade 6 STS Answer Folder	4	6,100	6,100	6,100
Grade 7 STS Answer Folder	4	6,300	6,100	6,200
Grade 8 STS Answer Folder	4	NA	6,300	6,200
Grade 9 STS Answer Folder	4	NA	7,100	7,100
Grade 10 STS Answer Folder	4	NA	6,700	6,700
Grade 11 STS Answer Folder	4	NA	6,200	6,200

Document	No. of Pages	2007 Print Quantity	2008 Print Quantity	2009 Print Quantity
Math End-of-Course STS Answer Sheet	2	NA	28,800	24,850
Demographic Intake Sheet	2	90,000	90,000	90,000
School and Grade ID Sheet (SGID) (headers)	2	571,700	572,700	572,400

PEM's Forms Department will provide the CDE and ETS with a mockup design layout of the scannable documents before any composition begins. This will allow all parties an opportunity to make major changes to the forms without affecting schedules and without incurring significant costs.

Once agreement has been reached on the general layout of the documents, the materials will be composed in accordance with the determined specifications. The use of specialized forms design software minimizes the effort involved in traditional methods of form development and, in the event that changes are required, reduces the time required to generate revised proofs.

After each form is created, PEM staff will thoroughly inspect each document to verify that it matches the text and specifications received from the CDE and ETS. When all corrections are made, proofs will be sent to the CDE for review. A duplicate copy of each proof will be sent to PEM's software development team for technical review of scannability, oval placement, and spine code assignment.

Once the proofs are approved by the CDE and by PEM's software development team, the printing plates will be made and the documents will be printed at one of PEM's printing facilities.

Immediately after printing, sample documents are selected for testing from predetermined locations throughout the print run. These forms are carefully checked for accuracy of cut, exact positioning of timing tracks, codes, text and response positions, and the quality of printing. Forms are released for subsequent activities only after they have met all quality standards.

Answer documents may be revised annually to accommodate information necessary for the program. PEM will work with ETS and the CDE to develop and revise answer documents.

Single Record for Each Student

Answer documents will be designed to produce a single complete record for each student, which will include demographic data and all test scores for that student. Table 26 identifies the type of answer documents that will be utilized at each grade level.

Table 26. Answer Documents Utilized by Grade Level

Grade	CST	NRT	Writing	Math EOC	Science EOC	World History EOC
2	✓					
3	✓	✓				
4	✓		✓			
5	✓					
6	✓					
7	✓ (includes NRT)		✓			
8	✓			✓*		
9	✓			✓*	✓*	✓*

Grade	CST	NRT	Writing	Math EOC	Science EOC	World History EOC
10	✓			✓*	✓*	✓*
11	✓			✓*	✓*	✓*
✓* Students at this grade level may take an end-of-course test.						

For those students in Grades 2, 5, 6, and 8, demographic information and responses will be captured on a single, multi-page document. Students in Grades 3, 4, 7, 9, 10, and 11 will be assessed using multiple-answer documents as shown in Table 26.

All STAR answer documents will contain uniquely numbered lithocodes that are both scannable and eye-readable. The lithocodes will allow all pages of the document to be linked throughout processing, even after the documents have been separated into single sheets for scanning.

For those students testing on more than one answer document, lithocodes will link their demographics and responses within a document while matching criteria will be used to create a single record for all of the students' documents. PEM will use the matching criteria listed below.

- **Grade 4 CST and Grade 4 Writing | Grade 7 CST/NRT and Grade 7 Writing**
  1. SSID (Statewide Student Identifier, formerly CSIS) number
  2. First name, last name, date of birth, gender
- **Grade 3 CST and NRT**
  1. Pre-ID Barcode number
  2. SSID number
  3. First name, last name, date of birth, gender
- **Grade level (8, 9, 10, or 11) and end-of-course tests (Math, Science, and/or World History)**
  1. Pre-ID Barcode number
  2. SSID number
  3. First name, last name, date of birth, gender
- **CAPA.** Twenty percent of the CAPA tests are scored more than once (two answer documents received). The answer document indicates whether the test was scored by the examiner or the observer. The two answer documents will come in under the same school and grade ID sheets and need to be matched.
  1. First — SSID ID number
  2. Second — First name, last name, date of birth, gender
- **Data on STS** grade-level answer documents and STS Math end-of-course documents will be matched using the Pre-ID barcode number, SSID number, and the student's first name, last name, date of birth, and gender. No matching is required for CMA as all student responses for this assessment are captured on a single answer document.

End-of-course Test Answer Documents

Separate answer documents for CST Math, Science, and World History will be provided. Because students taking these end-of-course subject tests will also be testing on a grade level

answer document, full demographics are not required on the end-of-course document. Only those demographics required for matching the student's end-of-course scores to their CST grade-level scores (Pre-ID barcode, SSID, first name, last name, date of birth, and gender) are required. As a result, a two-page (single sheet) answer document will be used for Math, Science, and World History. Space will be provided for the tester to indicate which end-of-course test (for example, Algebra I) he or she is taking.

With the addition of end-of-course answer sheets to the STAR Program, matching for students at the higher levels will need to take place on up to four answer documents (grade level, Math, Science, and World History). The use of Pre-ID will greatly reduce the potential incidence of non-matching records, but non-matches may well occur, as currently is the case with the Grade 4 and 7 CST and Writing assessments, and the Grade 3 CST and NRT. In these instances, all student data and results are reported, but as individual records. The Pre-ID record layout will be modified to include fields for the end-of-course tests, so that end-of-course answer documents can be appropriately pre-identified.

A separate STS end-of-course math answer document will also be provided for the 2008 STS field test and 2009 operational administration. PEM will match STS grade level data with STS end-of-course math data to create student records.

Producing Pre-ID Answer Documents

Districts will have the option to pre-identify student answer documents for each of the test types (CST/NRT, Writing, CAPA, CMA, and STS). The following is a description of the process that will be used.

1. ETS will transmit Pre-ID files and enrollment orders for Pre-ID documents to PEM 42 calendar days prior to the first test date. The enrollment order will indicate whether the district chooses Pre-ID documents or labels.
2. Pre-ID files will be sent to PEM by administration and test type (CST/NRT, Writing, CAPA, CMA, and STS).
3. ETS will transmit Pre-ID files and enrollment orders to PEM 21 calendar days prior to the first test date.

Depending on the method of pre-identification selected, districts will receive their pre-identified student answer documents with their other testing materials, including additional non-pre-identified answer documents (10 percent overage for every school and five percent for every district) for those students not identified on a Pre-ID file. As part of a separate shipment, districts will receive any pre-identified student labels ordered.

Information not provided in a Pre-ID file will be hand-coded at the time of testing. Full demographics will reside on the CST multiple-choice grade-level answer documents, CAPA, STS, and CMA answer documents. Only those demographic categories required for matching will reside on the CST Writing answer document, end-of-course answer documents, and the NRT answer documents, thereby reducing the burden of gridding on the districts.

7. D. Forms Design and Production for Students with Disabilities for the CSTs, NRT, CAPA, CMA, and STS

Refer to the accompanying Schedule for Project Deliverables and Activities in Section 1. A plan for specific details about the design and production of forms for students with disabilities, as well as for review and approval by the CDE.

Universal Design Principles

Tests including operational items, field-test items, and test-bank items will be developed and administered in a manner that maximizes participation of students with special needs and allows for accommodations to the extent required by law, in accordance with the Individuals with Disabilities Education Act, 20 U.S.C §1400 et seq. (IDEA).

The goals of Universal Design are to increase the number of students with special needs who are able to take the STAR Program without special accommodations and to make accommodations easier to implement.

The specific steps needed to continue implementing Universal Design principles for the STAR Program include:

- Involving special needs stakeholders in test design and review processes
- Examining items for evidence of disability bias and eliminating any such items
- Using “plain language” in items
- Adjusting font size for ease of reading
- Minimizing the use of italic typeface
- Using highly distinguishable symbols on graphics

These principles will be applied consistently in the development of the STS and CMA assessments as they have been in CST and CAPA development.

7. D1. Braille Version of all Test Forms and Answer Documents

ETS test development, editorial and production staff will implement the requirements of the CST, CAPA, CMA and STS assessments regarding braille tactile graphic materials and materials for the other special versions, including the following guidelines for braille tactile graphic materials:

- ETS test developers will create all items so that graphic material does not contain clues or omit necessary information, nor will the graphics contain material that is unnecessary for responding to the prompt.
- ETS will review the descriptions of graphics and illustrations to maintain concise and meaningful information. These descriptions will be included as transcriber’s notes throughout the test and will also be included in the Teacher’s notes to the braille edition.
- ETS will practice the protocol of placing keys or legends that supplement reading graphics at the top left of the tactile graphic or on the left-hand facing page.
- ETS will use horizontal braille labeling on graphics.
- The ETS assessment specialists and special versions editor will maintain charts and graphs on one page when possible.

Test developers will also be involved in the process of developing the accommodated versions.

To make a determination as to the appropriateness of items for visually challenged students, ETS will seek the recommendation of those individuals experienced in brailling. First, test developers will provide the test form to the braille vendor for review.

The brailler’s recommendations to the test developer may consist of:

- Identifying items that should not be brailled due to the inappropriateness of the content for a visually impaired student

- Suggestions for the scripting of art or graphics related to an item
- Suggestions for minor modifications to art or graphics for braille reproduction

The braille version will use uncontracted braille for grade 2 and will use contracted braille for grades 3 through 11 and end-of-course assessments. The *CAPA Braille Examiner's Manual* will be produced in contracted braille.

Contracted braille is a combination of braille letters and short-form words. Uncontracted braille will only be used if any portion of the test requires the test taker to spell words.

The test developer will work with the brailler to make final recommendations for a braille test form. Special consideration must be given to the number of items recommended for omission. Test development and psychometric staff will review the impact on the test specifications and score reporting requirements for subtest scores.

ETS will provide braille test forms for the STAR administrations. One new form will be provided for each yearly administration. All braille books will exclude field-test items and will be individually wrapped and labeled. However, these will be included with the shipment of other test materials to the schools and districts.

The quantities of the braille-print test books for each administration will be estimated after surveying STAR LEA district coordinators and the administrators of Special Education Local Plan Areas (SELPA) in order to accurately identify the numbers of tests to be ordered for each test administration. Actual quantities to be printed will be based on school and district orders obtained during the ordering process for each administration.

ETS will produce sufficient quantities of braille test books and supporting answer documents to support the initial orders derived from the process above, any supplemental orders and those necessary to support any review processes by the CDE and its staff.

7. D2. Procedures for Producing a CD-ROM Version and a Large-Print Version of the Test

CD-ROM and Large-Print Versions

Large-Print Version

For large-print forms, test developers will identify those items that must be particularly attended to by the staff responsible for producing the large-print forms. Test developers will provide directions to production staff, relaying information about Mathematics items that involve measurements that cannot be enlarged, about art or graphics that may be affected by enlargement, and about the spacing of materials that affects performance on items. The goal is to avoid introducing factors that affect item performance, thus maintaining the validity of all items. The large-print version will be produced in a 20-pt. Arial font format.

As an application of Universal Design Principles, the large-print edition is not just a larger edition of the operational form, but is adjusted to accommodate the needs of students. A template will be created that adjusts the amount of white space, leading, and other factors that impact the accessibility of the form for students.

As with the braille forms, ETS will gather initial order quantities from LEA coordinators. ETS will produce quantities sufficient to meet those initial orders, estimated supplemental orders based upon past experience, and a small amount to satisfy CDE review of the documents.

CD-ROM Version

ETS will provide CD-ROMs for each test administration to accommodate students with an IEP or Section 504 plans.

CD-ROM versions will be produced for each operational content area and assessment type for the administration each year. CD-ROMs will be capable of variable font characteristics (size, color) and background color, as well as the inclusion of an audio version of the test. ETS has planned for the production of the text component in HTML format.

The audio portion can be accommodated in one of two alternatives. There are new software technologies available that voice-enable HTML or PDF formats which have proved useful for those with mild visual impairments. The other alternative is to pursue a more traditional approach that utilizes a straightforward audio version of the test on a separate CD-ROM. ETS will work with the CDE to determine the most efficient solution to audio delivery and implement the one that best meets the needs of this segment of the testing population.

The CD-ROMs will be produced in quantities to meet the demands of the program as canvassed through the order management system.

ETS will also print test books to accompany CD-ROMs for students who want to follow along with an actual test book. These test books will be sealed and distributed to the districts and schools along with the CD-ROMs, upon request. Actual quantities to be produced will be based on school and district orders obtained during the ordering process with the overages (plus ten percent for schools and plus five percent for LEAs) applied for each administration. ETS will produce sufficient copies of the CD-ROM and large-print versions and will distribute them to the LEAs upon their request.

7. D3. Procedures for Producing Test Coordinator Instructions and Test Examiner Directions

ETS will provide detailed district STAR coordinator instructions and examiner directions to support the test for each of the special test versions — braille, large-print, and CD-ROM. Included in all manuals will be clear and concise directions for administering the tests. ETS will continue its current practice of producing a single coordinators manual and examiners manual that encompasses both the standard and special versions.

Instructions in the manuals for use in administering braille editions of the test to students will mirror the standard administration directions as much as possible. However, they will reflect the changes made to the non-inclusion of the field-test items, as well as any special instructions for administration specific to the braille version of the assessment.

The directions for administration specific to the large-print edition will be similar to those used for the regular-print, operational version of the test. Once the test administrator directions have been revised and approved by the CDE, they will be reviewed for use with the large-print edition and adjustments will be made, if necessary, in the page references and other directions. This version of the instructions will also be presented to the State for review and approval.

Test administrator instructions for the CD-ROM will, in addition to mirroring the standard administration manuals, include any instructions required for teachers to load and operate the CD-ROM. Again, this manual will be presented to the CDE for review and approval.

8. Component Task 8: Pre-Identification and Ordering (CST, CAPA, CMA, STS, NRT)

The STAR Management System allows district STAR coordinators to set up test administrations, order test materials, submit and update Pre-ID data, download early testing results and make demographic data corrections.

Organization System Access

A major user of this system is STAR TAC, whose staff provide assistance and information to district STAR coordinators on a daily basis. STAR TAC will collect updated designation and security forms. After receiving these forms for a district (or independent charter), STAR TAC activates the coordinator's User ID.

Simultaneously, STAR TAC is collecting and logging the updated designation and security forms from the districts.

When both forms are logged as received, the district STAR coordinator user access is activated by the application. An e-mail will be sent to the district STAR coordinator user with his or her username and temporary password. The text of the e-mail will be approved by the CDE.

Test coordinators for independent charters will have the same system access as a district STAR coordinator.

The requirement for a signed security agreement as well as the forced password change helps make the Management System site secure.

District and Administration Calendars

District STAR coordinator users will use the Test Administration Setup module to set up their multiple-choice and writing administration test dates. District STAR coordinators enter the instructional day calendars representing the district's schools; one calendar per administration. Non-instructional dates will be saved and updatable until the district STAR coordinator has approved the initial order for the administration.

When setting up a multiple-choice administration, if a user has indicated that the administration includes Grade 4 or 7 testing, the application will try to automatically create the appropriate writing administration. If the test date of the first writing administration is an instructional day, then first writing administration is created. If the date is a non-instructional day but the test date of second writing administration is an instructional day, then second writing administration is created. If both test dates are non-instructional days, then a writing administration is not created automatically. STAR TAC users will have the ability to create writing administrations without creating a multiple-choice administration. The wording of this user prompt will be:

> **Will you be administering Grade 4 or 7 tests to any students on this administration?**

8. A. Pre-Identification Process

8. A1. CDS Master File

As described above, the CDE will deliver a baseline version of the CDS Master File in early July prior to the administration year. Subsequent CDS Master File updates will be merged into the database during the administration year, so that CDS data used for Pre-ID edits is

consistent with the CDE file on record. Historically, the maintenance of the CDS data is complex. Different groups within the CDE are involved in the maintenance of the file and the data is dynamic, so deliveries of updates are staggered. Charter school status is the most dynamic aspect of the CDS Master File maintenance, but there are also cases each year where school districts merge or split. There are also schools added and deleted each year. At the same time, STAR TAC is collecting more recent and accurate information from the districts, and the Management System retains relevant data from the previous administration year. As a result, the merging of CDS updates with information in the management database requires a combination of programmatic and manual synchronization efforts.

Only district STAR coordinators and STAR TAC representatives are permitted to submit and modify Pre-ID data in the STAR Management System. The user must select the district for which Pre-ID data management is being performed. The district STAR coordinators must accept the terms of Pre-ID service before they can manage their Pre-ID data.

8. A2. Procedures Used to Verify the Completeness of Demographic Information Submitted by LEAs

While not required, the district STAR coordinator can submit the Pre-ID file to CSIS first to identify and correct any deficiencies. ETS and CSIS will conduct sufficiently detailed parallel systems testing prior to deployment in order to confirm consistent edits. To accomplish this, ETS and CSIS will compare and synchronize edit specifications and also load the same test files into both systems to compare the results for consistency. ETS will accept files from districts but will not accept district files from CSIS directly.

8. A3. Procedures to be Used to Load the Demographic Information onto a Secure, Interactive, Internet-Accessible Database

The user will be able to submit Pre-ID data using a pre-formatted student file. The layout of the file, as well as the format and permissible values of each field are specified by the CDE. A district STAR coordinator will have the option of downloading the previous year's Pre-ID data from the Management System to use as a starting point. Alternatively, the district STAR coordinator can start with the district's database and extract the data in the required format.

The Management System accepts Pre-ID files in fixed ASCII, comma delimited or MS-Excel formats. For MS-Excel, ETS provides a template.

When the user elects to submit a Pre-ID file, the application will provide the user with a "browse" mechanism to locate the student file locally for submission.

Once the file is submitted, the Management system will do the following to process the file:

- Determine the file's record format and database mapping rules; If the file does not pass pre-validation edits, the user will be informed to make corrections and resubmit.
- Perform validation edits for all fields in each student record in the file; Invalid records will be stored in the resolution table until corrected by the user.

A submitted file can be deleted so that a new file can be submitted. ETS recommends that a district STAR coordinator make global corrections to a file offline and then resubmit the file. However, ETS will support global correction capabilities in the Management System if required.

8. A4. Validation Process that Assures Valid and Complete Codes

Pre-ID Edit Rules

The Pre-ID edit specifications document will be approved annually by the CDE.

ETS's STAR Pre-ID process will support a multi-level approach to edit checks and error resolution in order to communicate errors to the district STAR coordinators while maximizing the ability to process and print Pre-ID data.

There are three types of fields: critical, intermediate and minor. The CDE-approved edit specifications will document the field type for each field.

County-District-School (CDS) codes and names will be checked for consistency with the CDS Master File. Unrecognized CDS codes will be rejected.

The following rules will apply:

- All failed edits will be summarized in the error summary log. The summary of errors will be organized by the type of field: critical, intermediate and minor. There will also be a detailed report itemizing errors by record number and field.
- For a given record, if any edit fails on one or more critical or intermediate fields, the records will be put in the resolution table instead of in the normal database tables. The resolution table stores the data as uploaded.
- For a given record, if all edits pass for all critical and intermediate fields, the records will be accepted and stored in the normal database tables.
- For records in the resolution table, the user has the ability to edit them online. When the record is selected for editing, all failed edits will be noted on the screen. Invalid values that the edit page could not display are converted to blanks and highlighted.
- For the file submission as a whole, the district STAR coordinator will also receive edit results relating to file-level thresholds for errors/omissions for certain key fields.
- For records still in the resolution table at the time of the Pre-ID cutoff:
    - A batch job will move them into the normal database table if only intermediate and minor edits have failed. Invalid characters in those intermediate and minor fields will be converted to blank values.
    - If, however, a record in the resolution table has a failed edit on a critical field, the record will remain in the resolution table and will not move to the normal database tables.
    - Once that batch job completes, another batch job pulls all the accepted records from the normal database tables whose Pre-ID cutoff time has passed and extracts them for document or label printing.
- ETS will conduct a joint validation test with CSIS to assure rule and data format consistency.

With this strategy, Pre-ID records with tolerable errors can still be processed. Districts have opportunities later in the test administration cycle to correct tolerable demographic data.

8. A5. Procedures to be Used to Notify LEAs that Data are Incomplete or Include Invalid Entries

The system will accept the file and communicate to the user the need to return to the site later (well within the required two working days) to view the results of file processing. If the district has provided the system their e-mail address, ETS will also send an e-mail to inform the district that file processing is complete. If not, the district will be alerted that they do not have an e-mail address to communicate to them. This will not stop the processing of the file.

STAR TAC will assist district STAR coordinators with their Pre-ID file submissions on an as-needed basis. STAR TAC staff will be trained to coach users through the process and have

the ability to log in on behalf of the district STAR coordinators as needed. A Pre-ID User Guide is also approved by the CDE and published on startest.org to guide users through the process.

8. A6. Procedures to be Used to Supply LEAs with Pre-Identification Labels

Districts will have the option to pre-identify students for each of the test administration types (CST, NRT, Writing, CAPA, CMA, and STS), using pre-identified documents or labels. The following is a description of the process that will be used.

1. Districts will submit enrollment and Pre-ID files to ETS by administration and test type (CST/NRT, Writing, CAPA, CMA, and STS). The enrollment order will indicate whether the district chooses Pre-ID documents, labels, or no Pre-ID.
2. ETS will edit the files using approved edit criteria, and will compare the enrollment order counts to the Pre-ID counts.
3. Clean files will be transmitted to PEM via FTP. Pre-ID files and enrollment files for pre-identified documents are due to PEM 42 calendar days prior to the first test date. Pre-ID and enrollment files for Pre-ID labels are due to PEM 21 calendar days prior to the first test date. Districts also have the option of submitting a late Pre-ID file for labels.
4. PEM will edit the files' critical fields for valid values, and will work with STAR TAC to resolve any Pre-ID or enrollment edits. If necessary, the files will be updated and re-transmitted.
5. Clean enrollment orders will be loaded into the order system where distribution rules will be used to calculate material quantities and overages.
6. Depending on the method of pre-identification selected by the district, the Pre-ID file will be used to produce adhesive barcode labels or to pre-print student demographic information on answer documents.
7. After printing, Pre-ID adhesive labels will be assembled alphabetically by grade and delivery name on the Pre-ID file and sent as a separate shipment from other testing materials to the district. Districts will receive Pre-ID labels within five to ten working days of ETS having received an accurate pre-identification file from the district. The district or school will be responsible for applying the Pre-ID label and matching the correct student to the label.
8. For those districts choosing pre-identified answer documents, after printing and packaging, their documents will be sent with the rest of their testing materials. The pre-identified documents will be sorted alphabetically by grade and delivery name on the Pre-ID file.
9. Information not provided in a Pre-ID file will be hand-coded at the time of testing. Full demographics will reside on the CST multiple-choice grade-level answer documents, CAPA, STS, and CMA answer documents. Only those demographic categories required for matching will reside on the CST Writing answer document, end-of-course answer documents and the NRT answer documents, thereby reducing the burden of gridding on the districts.

In the case of students pre-identified for all demographic categories, there will be no need for the student or school personnel to grid those fields on the test document. However, any field not included in the Pre-ID file may be gridded during testing.

The Pre-ID data will be applied to the student record after scanning, and will aid in the matching of student documents at those grade levels where students are assessed on more than one document (such as, Grade 4 CST multiple choice and Grade 4 Writing).

8. A7. Capacity to Modify Pre-Identification Files and Student Data Files

District STAR coordinators also have the ability to insert, update and delete Pre-ID records interactively in Management System Web pages. Updates and deletions can be made to records entered online or via the batch upload process.

The online edit errors are presented to the user interactively on the edit resolution page. Fields in error are highlighted for easy identification.

8. A8. Non-Tested Student Demographic Information

ETS will collect non-tester demographics at the time of testing through hand-coding. However, instead of using complete answer documents, ETS will design and produce a demographic-only intake sheet. This two-sided, scannable single sheet will include all of the same demographic categories that are on the answer documents for that administration. Categories and fields will be formatted to be comparable to the answer documents, making it easy for the teachers and district STAR coordinators to complete the forms.

To accomplish this, between 61,000 and 63,000 copies of the demographic intake sheet each year, including overage will be printed. Distribution quantities will be based on district enrollment and the previous year's State average for percent non-testing. Districts will receive the sheets with their other testing materials and will return the sheets for processing after testing with their scorable materials. PEM will scan the demographic intake sheets along with the district's answer sheets. Data captured on the demographic intake sheets will be provided along with assessed student data.

In the event that districts are able to identify non-testers in advance of the testing window, they may do so by adding those students to their Pre-ID files. The Pre-ID file layout would need to be modified to include such a designation, but would save teachers and district STAR coordinators from hand-coding demographic information during testing.

8. B. Ordering

8. B1. Process for Verifying that a Fully Executed Security Agreement has been Received Annually from each District STAR Coordinator Prior to Ordering

As described above in Section 8, the ordering process does not start until a fully-executed security agreement and designation form have been received.

Once the test administrations have been set up and the corresponding dates have been calculated, the district STAR coordinator is ready to order test booklets, answer documents and ancillary materials for the test administration. The ordering capability is available to districts each October, in conjunction with the CDE-approved ordering user manual and ordering workshops.

Before entering orders, the district STAR coordinator will confirm or update the shipping address and enter his or her working day calendar. Updates to the calendar will be allowed until the district STAR coordinator has approved an order for any administration.

This working day calendar will be applied to all test administrations for the district or independent charter. Delivery and return dates will then be calculated, as well as cutoff dates.

8. B2. Process for Obtaining Orders for all Testing Materials Needed for the Administration of the Tests

The district STAR coordinator will select the administration for which to submit orders and then select the schools for which to submit orders. The system will then present a Web page for the district STAR coordinator to enter enrollment quantities by grade and course for each school. After submitting the quantities, the district STAR coordinator will be required to approve the

order. After district STAR coordinator approval of the order, STAR TAC will approve the order. Then, at the appropriate time to meet the calculated delivery start date, the order will be fulfilled and shipped to the district (or independent charter). The fulfilled order shipment will include 10 percent more materials than ordered at the school level, and another five percent more material (than the sum of orders across all schools in the district) sent to the district. These overages will not applied to braille and large-print materials.

8. B3. Process for Tracking and Logging Orders

STAR TAC will monitor the ordering status of each district using a dashboard capability in the Management System. STAR TAC will focus on districts with orders that need attention. STAR TAC makes every effort to get all orders approved by the State-regulated deadline in December, but continues to work with districts to get orders submitted after the deadline.

District STAR coordinators can make requests for supplemental orders through the TAC. ETS will make sure that districts have everything that they need on testing day. While there are cutoff dates for ordering and Pre-IDs to encourage timely response on the part of the districts, STAR TAC will be very flexible in supporting last-minute requests.

During the approval process, STAR TAC staff will compare current order quantities against the previous year's order quantity to assure reasonableness of the order. The quantities ordered from the previous year will be summarized by district, school and grade in a spreadsheet.

8. B4. Process for Billing LEAs for Excessive Orders of Materials

In order to encourage districts to order only the test materials that they need, ETS will implement an excessive order billing policy as allowed by the contract. The algorithm will calculate the total cost of materials ordered by the district based on the prices and quantities of each product. Ninety percent of that value is the minimum cost of materials that the district must use in order to avoid the excessive ordering charge. The algorithm will then calculate the total cost of materials used by the district. If the minimum cost of materials to be used exceeds those actually used, but more than $100, the district is charged the difference.

9. Component Task 9: Test Materials Production and Packaging (CST, CAPA, CMA, STS, NRT)

9. A. Test Materials Production

[text deleted for Scope of Work]

9. B. CDE Copies

The CDE has final responsibility for the quality of STAR materials. ETS will assure that all the materials detailed below will be produced in the proper quantities and formats, reproduced on CD-ROM and delivered to the CDE within the prescribed timeframe (within four weeks of completion of materials production). Copies for the CDE will be produced as part of a normal quality-monitored production run, packaged and delivered via an approved, secure and traceable shipper to the designated CDE recipients. ETS will deliver to the CDE:

Two sets of all versions of test booklets, including:

- Booklets with built-in reference sheets
- CAPA Examiner's Manuals
- Two copies of all answer documents
- Two sets of rulers
- Two sets of CAPA stimulus cards
- One copy of all braille test booklets
- Ten copies of each DFA
- Twenty-five copies of all coordinator manuals

Additional copies of all of the listed materials will be available for the CDE's needs and will be provided to the CDE at their request.

9. C. Ancillary Test Materials

To increase the efficiency of communications between the LEAs and schools during the test administration, and to encourage that tests be administered in a consistent manner, ETS will annually review with the CDE all STAR Program documentation and update the materials based on the needs of the CDE and district STAR coordinators, academic standards, and other requirements and criteria.

All documents will adhere to the style and usage standards of the APA Publication Manual and the CDE Style Manual and refer to the ETS/STAR Terminology List when necessary, so that materials sent to LEAs use the same terminology and language as that used for STAR tests.

ETS will continue to produce hardcopy versions of test administration support materials for:

- *Directions for Administration* (*DFA*) for Grades 2 through 11
- The *District and Test Site Coordinator Manual* (for Pre-Test Workshop)
- *Post-Test Manual*
- Guides for the STAR Management System
- CAPA, CMA, and STS *Examiner's Manuals*

ETS will provide documentation for the CAPA, CMA, and STS, and the corresponding examiner's manual.

Directions for Administration

ETS will produce one *DFA* for most grades as well as one manual for high school–level testing:

Grade 2	Grade 6
Grade 3	Grade 7
Grade 4	Grade 8
Grade 5	Grades 9–11

*DFA*s include instructions for completing demographic information and placing linking labels. They also include information for the security and the return of test materials.

District and Test Site Coordinator Manual

The *District and Test Site Coordinator Manual* instructs district and test site coordinators in the administration of the STAR tests. The manual contains procedures and forms that are specific to the coordinators' roles in the STAR Program and serves as a complete reference guide.

Post-Test Guide Technical Information

The current *Post-Test Guide Technical Information for District and Site STAR Test Coordinators and Research Specialists* supplements the post-test workshops. It will be written to enhance understanding of the reports that are generated from scoring and analyzing STAR results on the CST, NRT, and CAPA tests, to instruct in the derivation and use of the California Reading List Number, and to offer procedures for data correction.

STAR Management User Guides

ETS will also produce documentation that shows district STAR coordinators procedures for using the STAR Management System, an outline system that allows districts to order materials, submit Pre-ID files, make demographic edits, such as how to order, how to make data corrections. In particular, the user guides will show the coordinators how to set up test administrations, and how to submit Pre-ID files. These user guides will be available as PDF files only and can be downloaded from startest.org.

CAPA Examiner's Manual

ETS will produce a manual for the administration of the CAPA exams, the *CAPA Examiner's Manual*. One manual is used whether CAPA Level I, Level II, Level III, Level IV, or Level V is administered.

The *CAPA Examiner's Manual* describes the CAPA Program, qualifications for administration, determination of CAPA levels, and instructions for examiners' scoring of the test. It also describes:

- Recording responses
- Using stimulus cards for certain test questions
- Using manipulative lists for certain test questions
- Guidelines for administration
- Adapting tasks

ETS psychometricians will produce the stimulus cards and manipulative lists needed to administer CAPA.

Minimum Quantities of Paper Products

For efficiency and consistency, ETS will produce standard manuals and instructions as all-inclusive documents to support both standard test versions and special versions (large-print, braille and CD-ROM). The ancillary materials will have clearly delineated sections to support the unique instructions for delivering these assessments.

Table 27. Proposed Minimum Quantities of Ancillary Paper Materials

Material	To Each LEA	To Each School
*DFA*s	2	1 per 20 tests
District and Test Site Coordinator Manuals	1	1
Post-Test Guides	1	
CAPA Examiner's Manuals	0	By request

Directions for Administration

There will be one copy of the instructions per 20 test takers. A 10 percent overage will be added to all school orders, as well as a five percent overage for districts, and an additional amount to be held in reserve to support supplemental requests. In addition, the posting of electronic versions should support any extraordinary needs.

District and Test Site Coordinators Manuals

ETS will provide two per district and one per school, with some overage to support additional requests by administrative personnel. The electronic versions posted on the STAR Web site are print-ready and capable of supporting any extraordinary demands.

CAPA Examiner's Manuals

The *CAPA Examiner's Manual* will be produced at a much lower ratio than 20:1, reflecting the population dispersion of candidates for this assessment. Since the *CAPA Examiner's Manual* contains test questions, district STAR coordinators will order one for each examiner.

Ancillary Materials Production Specifics

All ancillary materials will be printed, and converted into PDF and HTML files. *DFA*s, coordinators manuals, and the CAPA manual will be posted to startest.org by February 1 of each year; hardcopy versions will be shipped with testing materials. Only non-secure materials or materials that have been edited to remove secure sections are posted. Posted materials, such as *DFA*s and the non-secure *CAPA Examiner's Manual,* will be accessible using Web Braille.

9. D Packaging

9. D1. Quality Control Procedures

Printing Quality Control Procedures

An ETS Printing Quality Control Specialist will be on site through all stages of production to assure the quality of all products.

The general process requires all ETS print vendors to perform a quality check on all materials produced at all stages of print manufacturing. The quality checks are performed at the Prepress, Press, Bindery, and Packaging/Shipping stages. ETS will use a required Quality Control Check List to assure the vendors' adherence to quality procedures.

Scorable Materials Production

Sections 7. B and C include additional information about the document design and construction process.

PEM will produce scannable documents using standardized processes set by ISO (International Organization for Standardization), that promote efficiency and improved quality. Adherence to the process standards set by ISO means that forms and printing equipment are kept to a high level of precision.

Prior to shipment from the printing facility, the Quality Department will approve all samples. Any form that does not meet the scanner reflectivity tolerance guidelines is rejected. Forms that fail to meet these quality control criteria are reprinted.

9. D2. Test Materials must be Packaged, Labeled and Shipped

Packaging

PEM will package test booklets, scorable documents, and DFAs. ETS will distribute coordinator manuals at workshops and ship the manuals to districts that do not send representatives to workshops.

With the exception of Pre-ID labels, all test materials for a test administration window will be shipped at one time. All materials will be packaged for each school and shipped to the district. Pre-ID labels will be sent as separate shipments to allow districts more time to submit pre-identifying information.

Because many districts have multi-track calendars that require testing in more than one test administration window, it will be necessary to make more than one shipment to some districts.

The materials list is a requirements document that specifies anticipated page counts, order quantities, distribution quantities, and processing quantities for each item type by year.

Distribution rules will be used to calculate material quantities and overages, to provide 10 percent overage for every school testing and give five percent overage for every district, based on the districts' total order for each grade.

Boxes will be packaged by assessment and grade for each test site, and sent to the district. For example, CST/NRT materials are boxed separately by grade from the CAPA test materials. As STS and CMA test materials are required, they will be packaged separately from other assessment materials by grade. The contents of each shipment will be clearly labeled.

Box 1 of each district- or county-office shipment will include:

- Return freight kits for scorable and non-scorable materials
- Directions for inventorying the materials and for notifying STAR TAC of any missing materials or shortages
- A set of packing lists for all school shipments within the district or county office
- A packing list for the district or county overage materials listed in the order in which they are packed
- A pallet detail report for those shipments that include two or more pallets

Box 1 of each school shipment will include:

- Return freight kits for scorable and non-scorable materials
- A packing list with materials listed in the order in which they are packed

The boxes will be labeled numerically to correspond with the packing list (Box 1 of 20, Box 2, Box 3, Box 4...Box 20 of 20), so that materials for a particular assessment and grade level can be identified upon receipt at the test site.

Box Specifications

PEM will use specifications for box construction so that the boxes used for STAR are extremely sturdy and durable. PEM will use double-walled, reusable boxes to both withstand the rigors of handling by the carriers during distribution to districts, and to protect the test materials when they are shipped back to PEM for processing.

California school districts receive many shipments of materials during the school year. Although the boxes are labeled with program information, it is critical that the district STAR coordinator be able to locate Box 1 of each shipment as soon as possible. Box 1 contains the packing list and other important information needed to facilitate handling.

Using suggestions from districts, PEM will institute a procedure beginning in 2007 to package all materials for Box 1 in a white, double-walled box. The white box will be easily recognized in the shipment as Box 1.

Special Services to Districts

Where possible, PEM provides:

- Accommodations for special needs and space
- Pallet jack or other equipment necessary for districts without a dock or proper equipment
- Alternate carrier arrangements so that testing materials reach the more remote areas of the State on time

PEM will use the special comments section on the enrollment order to capture requests for proper delivery (no dock, need assistance, etc.). If there are any questions about the comments entered on the enrollment order, STAR TAC will follow up with the district STAR coordinator before test materials are shipped for that district.

Additional Orders

When districts need additional materials, requests for additional materials will be processed as long as shipments to other districts are not delayed. Having the additional orders fulfilled using the main packaging and distribution system will allow PEM to consistently and effectively respond to requests for additional materials.

Errors and shortages in orders will be filled and shipped to districts within two business days of notification.

Packaging and Distribution System

PEM will utilize the state-of-the-art Oracle Packaging and Distribution system. Oracle's Packaging and Distribution system uses barcode-identified packaging components. Barcodes will identify item type, boxes, orders, pallets, and shipments.

Pre-Packaging Process

Once the test material specifications are finalized with the CDE, ETS will order ancillary testing materials, such as math rulers and reference sheets, special versions, and nonscannable test booklets from its certified vendors. PEM will complete internal purchase orders for the scannable documents, and printing will begin according to the project schedule.

All test booklets for the STAR Program will have a barcode printed on the back cover of the booklet which identifies the booklet type (grade level and subject matter, if applicable). Each

booklet type will be spiraled and shrink-wrapped in packages of fives and twenties prior to moving the materials to the packaging line. The Grade 2 CST versions are not spiraled. Versions are assigned by school since the questions are read aloud to the students.

Upon receipt of the printed materials, PEM will perform the following steps:

1. Count materials to confirm receipt of all items ordered.
2. Enter quantities into the Oracle Packaging and Distribution system.
3. Transfer materials to the production floor for packaging.

Prior to moving a project into production, the following steps will occur:

1. A project specification form will be created. The form will contain all information required for Oracle Packaging and Distribution. The form will reside in the project team's central repository.
2. A packaging and distribution schedule will be built to verify that all testing material will be received in districts according to the project requirements.
3. For each site, a transportation file will be created, which consists of requested quantities of each material type along with calculated overages.

Project-specific system tests will be conducted to verify that the system is functioning accurately. The test routines will run end-to-end from the order-entry stage through the final packaged product.

Customized items such as Pre-ID answer documents, Pre-ID labels, inbound and return labels, school and grade ID sheets, school master file sheets, and Pre-ID rosters will be created during the pre-packaging process.

10. Component Task 10: Delivery and Collection of Test Materials (CST, CAPA, CMA, STS, NRT)

10. A. Delivery of Test Materials

As described in Section 9. D, PEM will utilize the state-of-the-art Oracle Packaging and Distribution system to manage inventory control and maintain accuracy in the packaging and distribution of the STAR Program materials.

Using this system, PEM will provide districts with a set of shipping documents that includes:

- A packing list for the district overage materials
- A packing list for each school's materials
- A pallet map that shows the identity and pallet assignment of each carton

If a district or school should misplace any of the documentation during inventory check-in, PEM will send replacement documentation via e-mail to prevent delays in distribution of materials.

10. A1. Inventory Control Procedures

Using the Oracle Packaging and Distribution system, school district orders will be entered into a database, and order information will be formatted for the packaging processes by a proprietary order-entry program. As each order is posted on a barcode-scanner screen, packaging staff will scan barcoded items and assign the materials to a unique carton.

10. A2. Handling Shipments for LEAs that have Multiple Test Administration Periods

Because many districts have multi-track calendars that require testing in more than one testing window, it is necessary to make more than one shipment to some districts. ETS and PEM will work with the districts to deliver test materials to the district in response to their testing dates.

10. A4. Assigning Unique Identifiers to Every Test Booklet

All test booklets for the STAR Program will have a barcode printed on the back cover which identifies the booklet type (grade level and subject matter if applicable). Each booklet type will be shrink-wrapped in packages of fives and twenties prior to moving the materials to the packaging line. Each package will have a barcode label applied to it, which will be used to pack and log the number of documents of each type sent to each district, by test site. As secure materials are returned from each district PEM will verify that all test booklets were returned. Section 10. B3 describes procedures for notifying LEAs of discrepancies between the quantities of secure materials that were originally shipped and the quantity of secure materials received by PEM for processing.

10. A5. Procedures and Tracking Processes

PEM will meet the CDE requirements for multiple-choice materials to arrive in the districts 10 to 20 working days before the first testing day of each administration, and writing test materials to arrive in the districts 5 to 10 working days before the writing test administration.

10. B. Collection of Test Materials

10. B1. Procedures for Picking Up All Scorable and Non-Scorable Secure Materials from LEAs

In order to expedite the return process, PEM will assign each district a carrier to contact for pickup when materials are ready for return shipment. Because the STAR Program

Management Team knows each district's carrier assignment, ETS has access to each district's return-shipment tracking numbers. The tracking number allows the monitoring of return-shipment activity. PEM will maintain contact with the carriers to address emergencies or other situations, such as bad weather or district-specific needs.

Scorable and non-scorable materials must be returned within five working days after the last day for each test administration period. For the CST Writing test materials, PEM expects return within no more than two working days after the makeup day for each administration. PEM will closely monitor the return of materials and will notify the STAR Technical Assistance Center of any districts that have not returned their materials. STAR TAC will contact the district STAR coordinators and work with them to facilitate the return of the test materials. ETS will collaborate with the County Offices of Education to work onsite with districts to return materials in a timely manner.

In the packaging process, PEM will include freight return kits for scorable and non-scorable materials for use by the District and Test Site Coordinators. The freight return kits will contain color-coded labels identifying scorable and non-scorable materials. The label will also contain barcoded information identifying the school and district. When test site coordinators pack their materials for return to the district, they are required to apply the appropriate labels and number the cartons (such as 1 of 2, 2 of 2). Upon receipt of the materials in the district, the district STAR coordinators are required to complete the "total shipment from this district" information on the label.

The use of the color-coded labels streamlines the return process at PEM. All scorable materials will be delivered to their scanning and scoring facilities in Iowa City, IA. The non-scorable materials, including test booklets, are returned to the Security Processing Department in PEM's Cedar Rapids, IA facility.

10. B2. Processing of Returned Materials

Upon receipt of the test materials, PEM will utilize a precise inventory and test processing system in addition to quality assurance procedures to maintain an up-to-date accounting of all the testing materials within their facilities.

As PEM receives test materials, they remove the materials from the shipping cartons and carefully examine each shipment for a number of conditions, including physical damage, shipping errors, and omissions.

As PEM batches materials for scanning, they also do a visual inspection to compare the number of students recorded on the School and Grade Identification Sheet (SGID or Header Sheets) to the number of answer documents in the stack.

PEM's image scanning process provides the ability to capture security information electronically and to do the following:

- Compare scorable material quantities reported on header sheets to actual documents scored.
- Follow up on any missing shipments or quantities appearing to be less than expected with a phone call by the PEM Program Management Team to the district. STAR TAC staff will contact the district for further resolution.

All secure materials will be checked into the PEM Cedar Rapids facility by scanning the barcode label on each of the returned cartons. The materials in each box will be counted and returned to the original box for storage. The quantity of test booklets received by PEM, including the scanned counts of Grades 2 and 3 scorable documents, will be compared to the quantity that was assigned and sent to each district and school.

10. B3. Notifying LEAs of Discrepancies Between the Quantities of Secure Materials

PEM will send reports detailing secure materials received back from the districts or schools to STAR TAC. Follow up with the districts is handled by STAR TAC. PEM will provide the CDE with an electronic file showing the final resolutions of discrepancies no later than September 20 of each year. The format of the file used for the 2007 through 2009 administrations will be similar to the file format currently used.

10. B4. Procedures for the Secure Destruction of Secure Materials

After secure materials (including test booklets and examiner's manuals) are processed, they will be returned to their original boxes for storage, and palletized and placed in PEM's secure warehouse facilities in Cedar Rapids, IA. Once all resolution is complete, PEM will request approval from ETS and the CDE to salvage the materials. PEM understands the importance of security, including during the salvaging process.

11. Component Task 11: Test Processing, Scoring, and Analysis (CST, CAPA, CMA, STS, NRT)

11. A. Quality Control and Assurance

11. A1. Quality Control Checks

Before any STAR documents are scanned, PEM will conduct a complete check of the scanning system. PEM's Software Quality Specialists (SQS) will create a test deck for every test and form. Each test deck will consist of 25 answer documents gridded to cover response ranges, demographic data, blanks, double grids, and other responses. Mock students will be created to verify that each gridding possibility is processed correctly by the scanning program. The output file created will be thoroughly checked against each answer document after each stage to verify that the scanner is capturing marks correctly. When the program output is confirmed to match the expected results, a formal sign-off process will take place. A scan program release form will be signed and the scan program will be placed in the production environment under configuration management.

Quality Control of Image Editing

Prior to submitting any STAR operational documents through the image editing process, PEM will create a mock set of documents that will test all of the errors listed in the edit specifications. The set of test documents are used to verify that each image of the document is saved so that an editor will be able to review the documents though an interactive interface. The edits will be confirmed to show the appropriate error, the correct image to edit the item, and the appropriate problem and resolution text that will instruct the editor on the actions that should be taken.

Once the set of mock test documents is created, the following procedures are completed:

- Scan the set of test documents.
- Verify that the images from the documents are saved correctly.
- Verify the appropriate problem and resolution text displays for each type of error.
- The image edit system submits the post-edit program.
- If the post-edit identifies errors that still require correcting, make changes and resubmit the post-edit program.
- Print a listing of the post-edit file, the correction card file and the original scan file.
- Check correction cards against the post file for corrections made. The post file will have all keyed corrections and any defaults from the edit specifications.

In addition to the quality control checks carried out in Scanning and Image Editing, the following manual quality checks will be conducted to verify the answer documents are correctly attributed to the students, schools, districts, and subgroups:

- Building counts are compared to the District Master File Sheets.
- Document counts are compared to the School Master File Sheets.
- Document counts are compared to the School and Grade Identification Sheets.
- All districts/buildings are compared to the CDE CDS Master File.

If any discrepancies are identified in the steps outlined above, the PEM Product Line staff will follow up with the districts for resolution.

The STAR Management System will create expedited results files for districts and extracts for Web reporting and corresponding student data files from the scored data.

All production software programs associated with the STAR Management System are subject to the following quality assurance processes prior to production deployment:

- CDE-approved requirements and specifications
- Software configuration management strictures so that the software that is developed is the same as the software that is tested and ultimately deployed
- Software testing by a development group and then by a separate testing group, including regression and performance testing
- Defect tracking so that defects can be resolved efficiently
- Operational Readiness Reviews, where ETS Scoring, Reporting and Technology stakeholders assess deployment readiness of software releases prior to deployment approval

Aggregated results to be published on any paper or online reports will also checked by the Data Quality Services department of Scoring, Reporting and Technology in conjunction with the Research Division's quality control process.

Prior to processing operational answer sheets and executing subsequent data processing programs, ETS will conduct an end-to-end test. ETS will prepare approximately 700 test cases covering all tests and many scenarios designed to exercise particular business rule logic. ETS will grid answer sheets for those 700 test cases. They are then scanned, scored and aggregated. The results at various inspection points will be checked by Research and Data Quality Services staff. Additionally, a post-scan test file of approximately 50,000 records will be scored and aggregated to test a broader range of scoring and aggregation scenarios. These procedures assure that students and districts get the correct scores.

11. A2. Handling of Answer Documents

All secure materials will be checked into the Cedar Rapids facility by scanning the barcode label on each of the returned cartons. The materials in each box will be counted by scanning the barcode that identifies the material type on each of the documents. After the contents of the box are scanned, they will be returned to the original box for storage. The quantity of test booklets, including the scanned counts of Grades 2 and 3 scorable documents received at PEM will be compared to the quantity that was assigned and sent to each district and school. PEM sends reports detailing materials received back from the districts/schools to STAR TAC. Followup with the districts is handled by STAR TAC. PEM will provide the CDE with an electronic file showing the final resolutions of discrepancies no later than September 20 of each year.

11. B. Test Processing

11. B1. Timeline for Test Processing, Identify Personnel, and any Subcontractors Involved in the Process

ETS Program Managers will be responsible for monitoring all test processing activities assigned to PEM and work with PEM Test Administration Coordinator and Subcontractor Project Coordinator for STAR to verify that all PEM tasks are completed on time and according to requirements. Both will rely heavily on other personnel in their organizations to complete test processing successfully.

District STAR coordinators will return all multiple-choice scorable and nonscorable materials to the STAR Scoring and Processing Centers no more than five working days after the completion of testing for each administration. District STAR coordinators will return all Grade 4 and 7 scorable and nonscorable materials for the Writing application to the STAR Scoring and Processing Centers no more than one working day after the make-up date for the Writing test administration. All test materials will be returned via ground delivery to PEM.

Once the scorable materials have been scanned, edited, and scored, and have cleared the clean post process, the results will be submitted to ETS to post on the secure STAR Web site. For districts using the pre-equated test form, electronic results will be available within three weeks after the scorable materials are received at the STAR Scoring and Processing Center. For districts using the post-equated test form, the electronic results will be available within three to six weeks after the scorable materials are received at the STAR Scoring and Processing Center. Refer to the Schedule of Deliverables and Activities in Section 3.1 A for a detailed timeline for test processing.

11. B2. Editing All Answer Documents

Three opportunities for demographic data to be edited will be provided:

- After scanning, by PEM online editors
- After online editing, by district STAR coordinators (demographic edit)
- After paper reporting, by district STAR coordinators

The demographic edit process is described in Section 11. B3.

ETS will use error conditions to indicate:

- Any blank in the first three positions of the first or last name
- Multiple marks in any position of the first name, last name, or MI (middle initial)
- Part of the date of birth is blank or contains multiple marks
- Grade is blank or contains multiple marks
- Student ID contains multiple marks
- Test version contains multiple marks
- Blank document
- Lithocodes do not match

As part of the edit process, name, grade, birth date, and gender will be edited by PEM's online editors when multiple grids for a field have been filled in, or the data is invalid (e.g., date of birth is out of range). In these cases the editor is presented with the image clip of the data in question and makes a determination if the student truly did make multiple grids or perhaps hand-coded the name or date correctly, but gridded the incorrect corresponding ovals.

Districts will have the ability to update missing demographic data including name, grade, birth date, and gender, and other demographic data after the paper score reports are sent to the districts, as described in Section 11. B5.

11. B3. Demographic Edits

11. B3a. Procedure for Flagging and Notifying Schools and/or LEAs of Answer Documents Missing a Certain Percentage of Student Demographic Data

After the data has passed the specified edits and the file and the district or district testing in multiple test administrations has been combined, the file will be edited to check if missing required student demographic data meets or exceeds the STAR Program tolerance of three percent and the number of answer documents submitted for scoring is 10 or more.

The following required student demographic data will be edited:

- Primary Ethnicity
- English Proficiency
- School Mobility
- Counted in October CBEDS – School
- Counted in October CBEDS – District
- Primary Disability Code
- National School Lunch Program Participation
- SSID number

11. B3b. Procedure for Obtaining Missing Information, Entering Information Into the Student Record, and Maintaining a File of Edited Demographic Areas by School

If the data exceeds the tolerance requirements, PEM will contact the district STAR coordinator and provide them with a description of the demographic edit problem. The district STAR coordinator will have three business days to provide the missing data. Districts can update their demographic data directly in PEM's SchoolHouse™ System Web site or through a paper process.

Once the district is finished with the updates, the updated data is pulled from the SchoolHouse™ Web site and applied to the scoring database where all of the student data resides. When the administration and/or district is complete, the data is extracted for reporting purposes.

11. B3c. Process for Developing and Providing an Electronic File to CDE Every Two Weeks Beginning Mid-June

For purposes of withholding apportionment monies to pay the district costs incurred for editing files for missing demographic data, PEM will deliver an electronic file to the CDE every week beginning in early June. The file will include the number of students within each district or County Office of Education for which demographic edits were required. The weekly files will include data only for districts and counties for which processing has been completed. The report for districts testing in multiple test administration windows will be held and forwarded after processing the last administration for each district. The report for each district or county will include school-by-school numbers and a total count for the district or county office.

11. B3d. Provide and Maintain a Secure Internet Site that the CDE can Access to Determine the Status of Each LEA's Demographic Edit Checks

In addition to the weekly file, the CDE will also have access to PEM's SchoolHouse™ System to determine the status of each district's demographic edit checks.

As described in the previous requirement, Section 11. B3c, PEM will also provide a weekly file to the CDE. This file will provide the following:

- The capacity to track where each LEA is in the edit process (being checked, failed edit, passed edit, etc.)
- The number and percent of student answer documents that failed the edit check at each school
- A summary of the number of student answer documents that failed the edit check in each LEA
- The number and percent of schools in each LEA that failed the edit check
- State level totals including the number of student answer documents that failed the edit check, as well as the number of schools and LEAs

11. B4. Matching Each Grade 4 and Grade 7 Student's MC ELA CST Score with ELA CST in Writing Score

The ELA CST multiple-choice score for each Grade 4 and Grade 7 student will be matched with his or her ELA CST writing test score. The documents will be matched within building/grade.

The match criteria are:

- ID Number (SSID number if present; if not, will use the student ID number)
- First name, last name, date of birth, and gender
- The multiple choice demographic data will be considered the demographic data of the record.

Scores for student documents that cannot be matched based on these criteria, will be reported separately. In addition, districts will receive an unmatched report with their reporting package listing the Grade 4 and 7 students for which there was a multiple-choice score but no writing score, and Grade 4 and 7 students for which there was a writing score but no multiple-choice score.

11. B5. Matching Records for Students who have Incomplete Test Results

Answer documents will be designed to produce a single complete record for each student, which will include demographic data and all test scores for that student. The following matrix identifies the type of answer document(s) that will be utilized at each grade level.

For those students in Grades 2, 5, and 6, demographic information and responses will be captured on a single, multi-page document. Students testing in Grades 3, 4, 7, 8, 9, 10, and 11 will be assessed using multiple answer documents.

All STAR answer documents will contain uniquely numbered lithocodes that are both scannable and eye readable. The lithocodes will allow all pages of the document to be linked throughout processing, even after the documents have been slit into single sheets for scanning.

For those students testing on more than one answer document, lithocodes will link their demographic and responses within a document, while matching criteria will be used to create a single record for all of the student's documents. PEM will use the matching criteria listed below.

- Grade 4 CST and Grade 4 Writing
- Grade 7 CST/NRT and Grade 7 Writing
- First — SSID number

- Second — First name, last name, date of birth, gender
- Grade 3 CST and NRT
- First — Pre-ID Barcode number
- Second — SSID ID number
- Third — First name, last name, date of birth, gender
- Grade level (8, 9, 10, or 11) and end-of-course tests (Math, Science, and/or World History)
- First — Pre-ID Barcode number
- Second — SSID number
- Third — First name, last name, date of birth, gender

CAPA. Twenty percent of the CAPA tests are scored more than once (two answer documents received). The answer document indicates whether the test was scored by the Examiner or the Observer. The two will come in under the same School and Grade ID sheets and need to be matched.

- First — SSID number
- Second — First name, last name, date of birth, gender

Data on STS grade-level answer documents and STS math end-of-course documents will be matched using the same matching criteria used to match CST grade level and end-of-course answer documents.

With the addition of end-of-course answer sheets to the STAR Program, matching for students at the higher levels will need to take place on up to four answer documents (grade level, Math, Science, and World History).For non-matched records, all student data and results are reported, but as individual records. The Pre-ID record layout will be modified to include fields for the end-of-course tests, so that end-of-course answer documents can be appropriately pre-identified.

A separate STS end-of-course math answer document will also be provided for the 2008 STS field test and 2009 operational administration. ETS will match STS grade-level data with STS end-of-course math data to create student records.

Districts will have the ability to update additional missing demographic data including name, grade, birth date, and gender after the paper score reports are sent to the districts. PEM will produce an Unmatched Report that is mailed to the districts with the score reports. The districts can update the missing data identified in the reports by accessing the STAR Management System. The time period for making the updates will be determined by the CDE and ETS. At the end of that time period, ETS will send PEM a file containing only the changed records. PEM will process the changes, load the data to the scoring engine, rescore if necessary, and aggregate all affected districts prior to delivery of the final Internet file to ETS. In addition, PEM will produce a student data file and reports upon request from the districts.

11. B6. Electronically Capturing and Storing the Answer Documents

After the answer documents have been scanned, edited, scored, and have cleared the clean post process, they will be palletized and placed in the secure storage facilities at PEM. The materials will be stored until October 31 of each year, at which time PEM will request permission to salvage the materials. After receiving CDE approval, the materials will be salvaged in a secure manner.

Due to the volume and size of the STAR answer documents processed, it is more cost-effective to store the paper documents for the life of the contract than it is to image nearly five million answer documents per year. PEM will store answer documents in original paper form.

11. B7. Producing an Electronic Mark Discrimination Report

PEM will create a Mark Discrimination report that will be delivered to the CDE no later than September 15 each year. The final specifications of this report will be mutually agreed upon by the CDE, ETS and PEM.

The Mark Discrimination Report will include any group greater than or equal to 10 students for which the number of answers changed exceeds the statewide average for the same grade and test by two standard deviations.

The Mark Discrimination Report will include the following:

- Number of students with changes
- Number of students in the group
- Average number of changes per student
- Percent of all responses changed
- Percent of responses changed from right to wrong
- Percent of responses changed from wrong to right
- Number of items

The following filters will be applied to the initial Mark Discrimination Report:

- Group was identified for two or more tests
- More than 50 percent of students in the group had changes
- Sixty-five percent or more of all changes were from wrong to right or 90 percent or more of changes on any one test were from wrong to right when the average number of changes was greater than or equal to 2

PEM will use the filtered Mark Discrimination report to produce a list of test groups in alphabetical order within grades within schools, schools within districts, and districts within counties. PEM will also produce student lists showing the students' item responses for the tests identified. The answer documents for the filtered list of test groups will be pulled and shipped to the CDE as soon as the groups are identified. Documents for each identified testing group will be packaged together with the shipping carton(s) clearly labeled.

PEM will work closely with the CDE and ETS to define a procedure for identifying answer documents that are randomly or pattern marked. PEM will also collaborate with ETS and the CDE to define the guidelines for reporting individual results for students with pattern or random marked answer documents as well as addressing these results in school, district, county, and state summary reports.

11. C. Scoring and Quality Assurance for the CSTs, CAPA, CMA, STS, and NRT

11. C1. Scored Answer Documents

All district names, school names, and CDS codes will be verified and confirmed with the CDS Master File provided by CDE.

11. C2. Develop and Produce Scoring Protocols and Programs for all Items and Other Scoring Materials

ETS will write scoring procedures and specifications that will help assure an error-free method of processing and scoring test materials. These include:

- **General Reporting Specifications** — defines various terms (for example, number of students enrolled, number of students tested, number of students with valid scores) and documents how to differentiate answer documents when no test items are marked
- **Score Key and Score Conversions** — describes the process of scoring and converting scores
- **Aggregation Rules** — describes how and when a school's results aggregate to the district level and then to the State level
- **What If…** — describes unusual and/or irregular situations and conditions discovered on receipt of used test materials and provides the action(s) to be taken
- **Edits** — describes edits, defaults and solutions to errors encountered during the data capture stage
- **Reporting Cluster Names and Item Numbers** — describes the names of the reporting clusters for each section of the test and which items make up that cluster

These procedures and specifications will be reviewed by the CDE; when both parties are satisfied that they are correct, the CDE will issue formal approvals. ETS will then use the approved procedures and specifications to program the scoring system.

11. C3. Process to Provide all Scoring Specifications

The previous year's scoring specifications will be used as a baseline for next year's scoring specifications. To ascertain changes made to these specifications, ETS will review all pertinent documentation including changes to the answer documents. Weekly (or more often) meetings will be held with CDE staff to discuss the revised specifications. During these interactions, a working, updated template of the specifications will submitted electronically to the CDE. When both parties are in agreement to the finality of the specification, the CDE will issue a formal approval of the scoring specifications.

Scoring keys will be verified through at two locations. PEM will verify their scoring internally. ETS will independently verify its scoring of the data and then compares the two results. Any discrepancies will then be resolved. The entire scoring system will initially be tested using a test deck that systematically varies expected cases and cases that occur rarely in real data. Following this, Classical Item analyses will be run on an early sample of data to further verify the scoring of actual data to provide an additional check of the keys. Following the equating results longitudinal data from complete districts will analyzed for reasonableness of results for all tests. This analysis is repeated with the “P1” file (90 percent of the data) to look at state tends and trends for the largest districts. These results will be provided to the CDE and jointly discussed. Any anomalies in the data will be investigated further and again jointly discussed days later. When satisfactory explanations for the results are obtained and both the CDE and ETS are comfortable with the results, the scores will be released.

11. C4. Process for Excluding Student Scores from Summary Reports

ETS will provide specifications to the CDE that document when to exclude student scores from summary reports. These specifications will include the logic for handling answer documents that, for example, indicate the student tested but marked no answers and was absent, not tested due to parent/guardian request, or did not complete the test due to illness. The methods

for handling other anomalies such as a Grade 8 math test where the specific math test is unknown, will also be covered in the specifications. The CDE will review the specifications and when both parties are satisfied that the specifications are accurate, the CDE will issue formal approvals. ETS will then use these approved specifications to program the reporting system.

11. C5. Scanning/Scoring Programs to Capture Codes to Indicate Changed Answers

PEM's scanning and scoring programs will capture and include codes in the electronic student records indicating answers that were changed from wrong to right or right to wrong. PEM will continue to provide this information for the 2007–2009 STAR Program.

11. C6. 4-Point Holistic Scoring Rubrics

PEM will use regional scoring with a distributed scoring subset to include California educators.

STAR Writing

PEM's Performance Scoring will score all Grade 4 and 7 Writing prompts.

Each student will produce a response to one writing prompt that will be scored as follows:

1. A 4-point holistic rubric pre-approved by the SBE will be used.
2. One professional reader who has passed PEM's rigorous scorer training will read and score each paper.
3. A minimum of 10 percent of the papers will be read by a second PEM trained professional reader to check the accuracy and consistency of scoring.

PEM's Performance Scoring will work with the CDE to determine how to mark unscorable documents.

Performance Scoring Regional Scoring Sites

PEM will use its network of scoring sites to provide image-based scoring services.

These sites will employ the same image-based scoring system used by California teachers who are scoring via PEM's Distributed method, and includes online training, allowing PEM's Performance Scoring to maintain the advantages of the Distributed scoring system while employing the resources of regional sites in a Regional Scoring model.

Along with the site-based scoring pool, PEM will utilize approximately 15 to 20 percent of the scorer population as distributed scorers. PEM proposes the inclusion of California educators as distributed scorers. The distributed scorers received the same level and quality of support as did scorers located at the regional sites. A fully staffed scoring support center will provide direction to the distributed scorers in terms of technical, content and human-resources-related issues. Along with the support center, a secure Web site is maintained and provides information and updates concerning the progress of the project.

Rangefinding Process

Each student response photocopied for review by the committees will be assigned a unique number for rangefinding purposes, and a corresponding log will be used to record important comments and decisions. Committees will systematically review the photocopied responses, prompt by prompt, determining and recording consensus scores, and making recommendations for the possible placement of papers within training sets.

Performance Scoring team members will keep a formal log of all papers discussed, recording all scores assigned along with any recommendations for the placement of papers in training sets. The log will be presented to the CDE after the rangefinding sessions for confirmation that the committee decisions and official scores were accurately recorded. The CDE and PEM representatives will sign the log to certify that the scores have been accurately recorded.

Rangefinding and Development of Training Materials

PEM's Performance Scoring will assume responsibility for the development of training materials, and will oversee and manage training and scoring processes for all STAR Writing prompts in Grades 4 and 7. PEM will use a set of procedures for developing training materials that involves the CDE, SBE test liaison, ARP representatives, and California teachers, and will result in comprehensive training materials so that PEM scorers will become deeply familiar and prepared for each prompt.

The first step in the development of training papers will be rangefinding committee meetings. ETS will work with the CDE and ARPs to develop a list of active California teachers at the grade levels being assessed and from various regions of the state. The committees will set the standards for interpreting the rubrics by determining consensus scores on a large sample of student responses.

PEM scoring staff will use these responses and corresponding consensus scores to construct comprehensive training courses for each prompt. The training course for each prompt will include a set of anchor papers to show a range of papers at each score point, two to three sets of training papers that trainees will use to practice applying the rubric for the prompt, and two to three sets of qualifying papers that will be used to certify that trainees are able to accurately apply the rubrics and proceed to score.

All papers, scores, and explanatory annotations will be forwarded to the CDE for approval prior to use. PEM scoring staff expect to work closely with the CDE in refining and revising training materials as needed to meet the needs of the CDE and the STAR Grades 4 and 7 Writing program.

Rangefinding Committee Meetings

PEM will design and facilitate rangefinding committee sessions to establish and document standards for scoring student responses from the field tests and the Operational administrations of the STAR Grades 4 and 7 Writing assessments. PEM's staff will work closely with the CDE to create an efficient and dynamic process that serves the needs of the STAR Program while providing a valuable professional development experience for California educators.

Rangefinding meetings will be held in California at a location to be determined in conjunction with the CDE and ETS. Committees will be composed of a representative group of California teachers and staff active in Grades 4 and 7 and in Writing. In general, there will be separate committees for the grade levels, with five to eight California teachers in each of these committees. Additional attendees will include CDE representatives, SBE test liaisons, ARP representatives, ETS test development representatives, PEM's Performance Scoring Project Manager and performance scoring directors assigned to each grade level to be reviewed.

Operational Rangefinding

For the operational prompts, student responses will be pulled from the original field tests and will be used for rangefinding meetings in advance of each operational administration. PEM assumes that ETS will make available the full set of student responses from the field-test administrations of any prompts included in the operational tests.

The operational committees will focus more intensively on the prompts to be included on the operational test forms for each grade level. The committees will set the standards for scoring these operational prompts by defining consensus scores on a large sampling of responses to each, which PEM scoring staff will use as the basis for developing scorer training.

Responses to "Crisis Papers"

Based upon CDE procedures, PEM scorers receive initial instruction regarding alerts during training. PEM's image-based scoring system provides a convenient method for alerting responses that may require local intervention, even if they are unsure whether intervention is required. PEM staff does not make that determination, but rather will forward any response in question to ETS for appropriate handling.

11. C6a. Scoring Grade 4 and Grade 7 CST Writing Tasks

The Image-Based Scoring System

Student responses are scanned from original test booklets, converted into an electronic format, and seamlessly distributed to the computer workstations of qualified, trained scorers.

The system automatically routes responses requiring second scores or resolution reads to qualified personnel.

All scores assigned to student responses are automatically captured and available for review.

PEM's image-based scoring system integrates multiple processes (routing work, scoring responses, monitoring quality, and tracking progress and workflow) into a single, efficient, user-friendly system.

11. C6a1. Criteria for Selection of Scorers, Materials Developed to Train Scorers, the Training Process, and Use of Electronic Technology for Scoring

Online Training

Prior to operational scoring, trainees will be required to complete a prompt-specific online training course containing multiple modules, including a qualifying test. Each module must be completed in sequential order, and trainees must pass the qualifying test to be certified for participation in scoring. There will be a unique course for each operational STAR Grade 4 and 7 Writing prompt. All of the student responses, corresponding scores, and explanatory annotations contained in the training modules will be approved by the CDE prior to use. The modules will include the following, and may be further customized to meet the needs of the STAR Grades 4 and 7 Writing program:

- Project overview
- Explanation of the Scoring Methodology.
- Scoring versus Grading
- Reader Bias
- Writing Prompt
- Rubric
- Anchor Set
- Practice Scoring
- Qualifying Sets
- Condition Codes and Alert Papers

11. C6a2. Scoring Student Responses that are Typed with a Computer or Communication Device

PEM will score computer or communication device-typed responses to the Grade 4 and 7 prompts. These documents will be flat-bed scanned for image capture, and then the images will be electronically routed for scoring, much like the responses written in the test booklets.

11. C6a3. Ensure validity and reliability of scores for the constructed-response items

Quality Assurance and Maintaining Reliability. In conjunction with PEM's ISO 9001 certification, PEM's Performance Scoring Center has developed and documented a standard system for addressing the complexities inherent in monitoring and maintaining quality throughout large-scale handscoring projects. PEM will maintain a quality assurance system that will consist of these components:

- Automated Backreading
- Blind Validity
- Targeted Calibration
- Messaging
- Reader Performance and Project Status Reports

11. C6a4. Methodology for Ensuring the Comparability of Scores for All Students Tested in Each Grade

PEM will utilize a blind validity system as well as calibration papers to provide comparability of scores for all students tested in each grade. The configurable blind validity system captures, calculates, and reports validity data. The validity feature is used to provide an objective and systematic check of scorer accuracy. In addition to the validity mechanism, calibration papers will be used to proactively promote accuracy. The calibration sets will provide supervision and guidance on how to deal with prompt-specific issues, score boundaries, or types of responses that are particularly challenging to score consistently.

11. C7. Optional Process for Requesting Verification of a Student's MC and/or Grade 4 or Grade 7 Writing Test Scores

Verification of Scores

As an additional measure for providing satisfaction with the scoring of constructed responses, PEM will conduct rescores for Grades 4 and 7 Writing prompts when parents/guardians, teachers, or administrators request it and this request meets the criteria put forth by the CDE. The original scores assigned to these student responses will be reviewed for accuracy by expert scorers.

PEM's Performance Scoring content experts will review each original student response in question, along with the original score assigned.

In each case, the original score assigned to the student response will be reviewed in close comparison to the original anchor papers used in training, and changed if warranted.

If PEM's expert reviewers determine that the original score assigned was incorrect, Performance Scoring will provide a new score. The new scores will subsequently be provided to the CDE.

11. C8. Analyses and Studies that will be Conducted to Ensure the Reliability of CAPA Scoring

CAPA tasks are scored using a 5-point rubric (Level I) or a 4-point (Levels II-V) holistic rubric approved by the CDE, which are designed to include specific behavioral descriptors for each score point to minimize subjectivity in the rating process and facilitate score comparability and reliability. Student performance on each task is scored by one primary examiner, usually the child's teacher, or by another licensed or certificated staff member who is familiar to the student and who has completed the CAPA training. To establish scoring reliability, approximately 10 percent of students receive a second independent rating by a trained observer who is also a licensed or certificated staff member.

To assure the reliability of CAPA scoring, student scores will be subjected to several types of reliability analyses:

- Internal Consistency Reliability
- Standard Error of Measurement
- Inter-Rater Reliability

The CAPA scores will also be analyzed exploring the methodology used for estimating the reliability of performance level classification decisions described in Livingston and Lewis (1995), and implemented using the ETS-proprietary computer program RELCLASS-COMP (Version 4.12).

11. D. Analysis of Test Results for the CSTs, NRT, CAPA, CMA, and STS

11. D2. Analyses Necessary to Document the Reliability and Validity of Results for Individual Students

To verify the reliability and validity of student scores, the following analyses will be conducted:

- Verify that tests were built with item-total correlations that are sufficiently high to produce reliable scores at the student level, given the length of the test.
- Compute internal consistency reliability coefficients for major subpopulations to make sure that the tests are functioning similarly in each group.
- Compute classification consistency coefficients at all cut points.
- Conduct Differential Item Functioning (DIF) analyses for all field-test items to verify that the items do not favor one group over another. Groups who receive accommodations and/or modifications should be included in these analyses when sample sizes permit.
- Exclude C-DIF items from operational forms if they have not been subjected to review by panels with focal group representation.
- Longitudinal comparisons of data in the aggregate should be made at both early (just after equating) and late (at P1) points in the process to verify the reasonableness of the scores for comparable groups.
- Verify that the content of the constructed test forms meets blueprint specifications.
- Conduct a concurrent validity study using the 2004 CST and NRT data (This is the last year where NRT data existed for all grades).

11. D3. IRT Calibrating, Scaling, and Equating Procedures to Assure Comparability of Scores for the Duration of the Contract

To assure the comparability of the assessments from year to year, operational forms will be linked back to the base year through IRT scaling and true-score equating using a common-item equating design.

For all of the tests except CAPA and CST ELA Grades 4 and 7, all items are dichotomously scored and will be calibrated using the 1-parameter (1P) model.

The polytomously scored items in CST ELA Grades 4 and 7 and the CAPA test items (tasks) will be calibrated using the one-parameter partial credit (1PPC) model, a more restrictive model of the generalized partial-credit model (Muraki, 1992) where all items are assumed to be equally discriminating.

All IRT analyses will be conducted using the proprietary version of PARSCALE (Muraki, 1999) that is contained within the ETS GENASYS analysis package. In IRT-based equating, once the items from the two forms have been placed on the same IRT scale through their common items, raw scores on the new form are converted to raw scores on the reference form using the IRT parameter estimates for the respective tests. These converted raw scores are then transformed to scaled scores through a raw-to-scale table lookup and linear interpolation. For the CST and CAPA tests, “reference” scales already exist. For the new tests (CMA and STS), the first operational form, or set of forms, will establish the reference scale. It is important that the reference forms be built to the test blueprint to assure that the reference scale reflects the composition of the operational test. Otherwise, unintended biases may be established in the reference scale.

Although there are subtle differences in the analyses when tests are composed of dichotomously-scored items, polytomously-scored items, or a combination of both, the procedures to be used for equating the (CST, CMA, STS, or CAPA) tests involve the same three steps: 1) item calibration, 2) item parameter scaling, and 3) true score equating. These steps are described below.

11. D3a. Scaling the CSTs and CAPA

For the item calibrations, the PARSCALE program is constrained by setting a common discrimination value for all items equal to 1.0 / 1.7 (or 0.588). The resulting estimation is equivalent to the Rasch item parameter estimates.

11. D3b. Procedures for Developing and Verifying Accuracy of all Conversion Tables

Next, calibrations of the current administration data are scaled to the previously available reference scale estimates using the Stocking and Lord (1983) test characteristic curve (TCC) procedure. In the case of one-parameter model calibrations, this procedure is equivalent to setting the mean of the new form item parameter estimates for the common items equal to the mean of the previously scaled estimates.

Transformed new and old parameter estimates are evaluated using weighted (based on the reference form abilities) root mean square difference statistics that summarize differences in ICCs.

11. D3c. IRT Procedures for Developing an STS Scale and a CMA Scale for the First Administration

Once the new calibrations for each test are linked to the Rasch scale and defined by the reference calibrations, IRT true score equating procedures are utilized to transform the new form number-correct scores to their respective reference form scaled scores. The true score equating procedure is based on the relationship between raw scores and ability.

Equating samples will be selected from available student records obtained in the second cycle when the new CST form is administered. Only students with valid results on the respective tests will be included in the equating samples. The samples should be representative of the population of examinees with respect to key demographic and geographic factors, as well as disability classifications.

11. D4. Calibration, Scaling, and Equating of Braille Tests with the Print Versions

When all the items in braille tests can be brailled, the same scoring tables that are used for the regular tests are used. When one or more items in a test cannot be brailled, the test is shortened by this item and the shortened test is equated back to the reference form to produce a new scoring table.

11. D5. Steps, Procedures, and Software that the CDE can use to Replicate Calibration, Scaling, and Equating Procedures

ETS equating procedures can be replicated by an independent party or the CDE using either the commercial version of PARSCALE or WINSTEPS for item calibration. Other software may also be viable, although it has not been verified to date. The Stocking and Lord (1983) item-scaling procedure could be readily programmed or alternately, the average difference between the b-parameters for the linking items could be computed in a spreadsheet and applied to the raw calibrated item parameters. The procedure for finding the equated number correct score on the new form of the test could be readily programmed.

The student data used for the equating would be made available to the contractor conducting the replication as would the item parameter estimates (both scaled and unscaled), the scaling constant used, and the raw to-scale conversion tables.

12. Component Task 12: Reporting Test Results to LEAs (CST, CAPA, CMA, STS, NRT)

12. A. Expedited Return of Individual Student Results to School Districts

ETS will report student results (that is, scaled scores, performance levels, and cluster scores) via the Web before district and State aggregations are possible. In order for this expedited reporting of student scores to happen, ETS will introduce a Two-Form model of equating tests year-to-year.

The Two-Form Model

The two-form model avoids both the increased score variability inherent in pre-equating and the increased demand for early item development of the multiple operational forms model. ETS refers to this model as the "Two-Form" model.

The current method of STAR testing can be referred to as a One-Form Model since only one form of each CST is developed and used for each annual administration. In the Two-Form Model, the first part of the annual STAR administration window uses one test form while the second part uses a second test form. Additionally, the second test form for Year One (e.g., 2006) becomes the first test form for Year Two (e.g., 2007). As a result, the Two-Form Model does not require any more item development than the current One-Form model. Table 28, below, compares the timelines for the current One-Form Model with the recommended Two-Form Model:

Table 28. Timeline Comparisons of One-Form and Two-Form Models

Year and Month of Testing	Current STAR testing model (One-Form)	Recommended Two-Form model
Year 1, March-May	Form 1	Form 1
Year 1, June-July	Form 1	Form 2
Year 2, March-May	Form 2	Form 2
Year 2, June-July	Form 2	Form 3
Year 3, March-May	Form 3	Form 3
Year 3 June-July	Form 3	Form 4

Using this model:

- No additional item development effort is required in the Two-Form Model, compared to significant new development for the Multiple Operational Forms Option. The Pre-Equating Model would also require increased development for more field-test items. The Two-Form Model (post-equating design) is more efficient from a development perspective. Many fewer versions of the operational forms are required to field test new items, saving the State significant costs.
- The score variability inherent in the Pre-Equating Option is avoided. Because the equating is based on the psychometrically stronger procedure of post-equating, the State can place much greater confidence in the accuracy and stability of the equated scores of both the early and the later form.
- Expedited reporting of individual student scores is facilitated. Form 1 is already post-equated when it is administered to students in the first part of the annual STAR

administration cycle. Form 2 requires post-equating, but this equating procedure can proceed much faster because the second form is introduced at the beginning of a period when the largest number of students will be testing. More data coming in means that equating can proceed faster and thus equating tables and scoring can proceed faster. ETS estimates that the turnaround time for students testing in the May through August window will be only slightly longer for the majority of students than the turnaround time for students in the earlier part of the testing window (More information about turnaround time is presented later in this section).

- Score aggregations would be unaffected under the Two-Form Model since the two forms used in any one administration year are equated.
- Expedited reporting will begin in 2007.

Key Issues in Implementing the Two-Form Model

1. **When should Form 1 end and Form 2 begin to be administered?**
   The date of demarcation between the two forms is critical. If it is placed too early in the testing cycle, then there too few early testers who would benefit from the model. If it is placed too late, then there will be too few students and not enough data to conduct the equating on Form 2. ETS will work with the CDE to determine the optimum point for placing this date of demarcation. ETS recommends that the best way to determine this date is to work from the need to have sufficient data to conduct the equating of the second form each year. Typically, half of the student answer documents arrive for scanning by the second week of June. Half of the statewide data is sufficient to equate all but the smallest CST test volumes (for example, Integrated Math). This means that districts that typically test prior to mid-May would receive the first form for administration, while the remainder of districts would receive the second form for administration.
2. **How would districts with multiple administrations be handled?**
   Some school districts administer the STAR Program at more than one time during the calendar year depending on the calendars of specific schools. In some cases, one administration might occur prior to the date of demarcation while the others might occur following that date. ETS recommends that such districts all be administered the second form, even though some students within those districts would take Form 2 prior to the date of demarcation for the State.
3. **Which CSTs are amenable to expedited reporting?**
   ETS will expedite reporting of CST scaled scores and cluster scaled scores. However, not all CSTs are subject to expedited reporting. For example, Grades 4 and 7 English-Language Arts (ELA) CSTs require an essay. The essay is given in one of two fixed-date windows during the year. While it is possible to report ELA scaled scores without the essay component, this would result in possible inconsistencies in reporting. Additionally, some CSTs are administered to fewer than 5,000 students statewide each year. Tests such as the Integrated Math and Science tests might not present sufficient student scores by the date of demarcation to allow for equating of the second form in the same time frame as the more voluminous tests. Working with the CDE, ETS will determine the most feasible combination of individual student scores for expedited reporting.
4. **Will all student test scores be part of expedited reporting?**
   Because of the use of the Two-Form model, all multiple-choice test scores including low-volume end-of-course tests will be expedited. ELA scores for Grades 4 and 7 include essay scores. Essay scores are not available at the same time that multiple choice ELA scores are. There are three ways to address Grade 4 and 7 ELA scores in expedited reporting.

a. Do not report them. Districts would still get these scores on paper reports delivered each summer.

b. Report ELA scores at Grades 4 and 7 without the essay scores factored in. The STAR scoring system has already developed a method for deriving scaled scores without the essay to handle cases of missing or mismatched essays

c. Add Grade 4 and 7 ELA scores to the expedited score reporting record after student essay scores are available, perhaps several weeks after the rest of students' scores are posted but before annual equating is completed.

ETS will work with the CDE to determine which of these options should be implemented.

5. **How and how quickly would expedited student scores be reported?**
ETS will expedite the reporting of individual student scores by means of a secure Web site that is accessible to district STAR coordinators. This process supplements the reporting of student and aggregated score reports on paper. The paper reports for student, school, district, county and State reports will also be accelerated as described below in this section.

Following is a brief timeline describing how expedited student scores would be reported for students whose districts used the first test form in an administration year:

Table 29. Brief Timeline of Reporting Expedited Student Scores using Form One

Days After Receipt of Answer Documents	Process
0	Receipt of student answer document
1–10	Quality control and scanning
11	Student Data scored
12–14	Student data posted to secure Web site

The score data provided for each student would consist of scaled scores for all CSTs with the exception of Grade 4 or 7 ELA scores (due to lack of essay) and, possibly, low-volume CSTs such as Integrated Math and Science. Depending on analysis of volumes of answer documents, expedited student reporting for STS, CAPA, or the CMA could also be provided.

For districts using the second test form in a given year, there is an additional consideration required: the actual equating process is occurring in mid-June. This adds approximately 10 days to the process of expedited reporting for those districts at the very front of the Form 2 administration window. Taking this into consideration, the following timeline is likely for districts testing during the first two weeks of the Form 2 administration window:

Table 30. Brief Timeline of Reporting Expedited Students Scores using Form Two

Days after Receipt of Answer Documents	Process
0	Receipt of student answer document
1–10	Quality control and scanning
10–20	Equating of Form 1 and Form 2
21–23	Student Data scored
24	Student data posted to secure Web site

For the majority of students tested with Form 2, the 14 calendar-day cycle for Form 1 students will still apply.

It is important to note that the reporting process can only be expedited once answer documents are received. ETS will make every effort to remind and encourage districts to return their answer documents within the required five-day window following the last day of their testing window. ETS will also reach out to districts to assist them in returning materials as required. However, ultimately it is the responsibility of the districts to return answer documents in a timely manner if expedited reporting is to have its greatest effect.

To support the expedited posting of student results online, PEM will deliver student scores to ETS within 14 calendar days of receipt of student answer documents. ETS will be able to post student results for first-form testers online almost instantaneously. Student results for second-form testers will need to be equated by ETS first, but results will be available online much earlier than when paper reports are currently received.

In order for this Web-based expediting of student scores to occur, additional assumptions about expedited reporting of student results are:

- ETS, PEM, and the CDE will work together to identify a cut-off date for first-form testers, whereby districts with test windows that start after that cut-off date will take the second form. In order to minimize the time between receipt of scorable materials at PEM and the beginning of equating for the second form, ETS assumes a cut-off date of May 15.
- ETS will provide PEM with two sets of conversion tables for each test when the Two-Form model applies. The Two-Form Model will need to be phased in for STS and for the CMA as it becomes operational.
- At Grades 4 and 7 the student files will contain multiple-choice scores only. Grade 4 and 7 Writing will not be included in the expedited posting of student results.
- For those tests where students are assessed on more than one answer document (for example, grade level and end-of-course), PEM will match the scores using the criteria identified in Section 7.
- Changes made by districts during the demographic edit process will not be included in the expedited posting of student results. PEM will resend student files to ETS with the writing results and demographic changes for refreshing online scores once that information is available.

Improving Reporting through Pilot Projects

Expediting Paper Score Reports

Although not amenable to the same quick turn-around as the individual student scores via the Web, ETS and PEM are also introducing procedures that will speed up the return of paper reports, both individual student reports as well as aggregate reports to districts.

ETS and PEM will streamline and consolidate the production and generation of all paper-based reports into a single process. Currently, paper-based reports are generated via four separate processes. Student record labels and all summary-level reports are generated, printed, packaged, and distributed as a group. Student reports are then generated, printed, packaged, and distributed in two different groups; one for color reports and one for black-and-white reports. Teacher reports are generated and distributed on a fourth later schedule from all other paper reports.

ETS and PEM will combine all paper-based reporting into a single process to deliver all reports in a single consolidated process that will align with the schedule of current STAR Program for

those reports that are delivered first. Of most importance and value to the end users of these reports, the districts, schools, and teachers, will be the ease of use and ability to compare the entire suite of reports produced at a single time. The logistical requirements of having to sort and distribute the STAR reports within the districts will be reduced to a single event thereby significantly reducing burden on district and school staff and increasing the immediate usability of all reports. Questions that may arise regarding the reports will be more readily resolved within the district and those that cannot be resolved will be able to be addressed with all reporting components available for review together rather than having to wait for disparate reporting processes to be coordinated.

The ability to speed reporting into a single administration will be accomplished due to a number of factors including:

- Reduction of data handoffs between systems and organizations through the entire reporting process;
- Improved quality control due to a reduction of versions or instances of the same sets of data in the process, leading to less opportunity for the introduction of discrepancies in the various components of the reporting processes;
- Reduction in duplication of effort and cost in generating datasets from which reports are generated, printed, and distributed;
- Teacher reports will be delivered with the student and aggregate reports. ETS and PEM propose removing State-level data from the Teacher Report, thus removing the current impediment to prompt delivery of those reports.
- Delivery of student reports fully two weeks earlier than is currently achieved as a result of these process improvements.

The single greatest benefit to the districts and schools may well be the delivery of a single integrated, well-designed package of reports which will greatly increase their immediate usability and streamline the distribution efforts within the districts and schools and to the parents of each student. This coordinated effort should also allow the CDE, districts, schools, and teachers to more effectively and efficiently respond to questions since they will have the full set of reports available to them at once.

Reducing Turnaround Time of Scores via Computer-based Testing Pilots for CST

(Currently in Section 12.A, ETS recommends moving to Section 10 "Delivery and Collection of Test Material")

In order to expedite return of student test data and scores, ETS will plan for implementation of Computer-based Testing (CBT) of CSTs starting at the high school level. Although a full implementation of CBT for all CSTs may not occur until after the current contract, ETS will provide the test development, delivery, and scoring infrastructure scalable to support a full implementation of CBT for CSTs.

To prepare for CBT implementation, ETS will conduct an extensive survey of district and school readiness to implement CBT, and will provide an analysis of what other states are doing with computer-based testing. This survey will be designed, approved, conducted and analyzed between March and July 2006. There will be both a survey instrument and visits to a number of districts to be specified by SBE staff and liaisons and the CDE to assess readiness for CBT implementation. Issues to be addressed in the survey will be determined by CDE and SBE staff and liaisons and may include:

- Existing firewalls, computer hardware, including network, number of computers, accessibility for testing

- Telecommunications infrastructure
- Onsite technical assistance to handle technical problems
- School and district personnel willingness and expertise to implement CBT

Based on the results of this survey and related onsite visits, ETS will prepare a report for the SBE and CDE with recommendations on the rate of rollout of CBT.

The sequence and extent of rolling out CBT for each CST will be determined by SBE staff and liaisons and the CDE. The project will begin in the summer of 2006 with the completion of a School District Infrastructure Survey. ETS will also present the CDE and SBE staff with an analysis of what is being done in other states in terms of CBT. Both reports will be presented to CDE and SBE staff for review by December of 2006. ETS will provide a “minimum requirements” document for CBT equipment and district readiness by December of 2006 that would be needed to assist districts in implementing CBT.

To accomplish a statewide implementation of a low-volume CBT pilot for the 2008 test administration, ETS would need approval of a pilot test from SBE staff and testing liaisons and the CDE no later than January 1 of 2007. Additional costs to complete CBT pilot activities are contingent upon approval by CDE and SBE of a contract amendment and upon sufficient funds being made available by the Legislature in future fiscal years.

Expediting the return of results from low-volume tests will speed up the entire paper score reporting process since they take the most time before enough answer documents are returned to allow for annual equating. For planning and budgeting, ETS has assumed Integrated Math 1, 2, and 3, and Physics CSTs would be available via computer in 2008. Each of the Math tests had fewer than 10,000 test-takers statewide in 2005. Physics had approximately 60,000 test-takers in 2005. The final selection of CSTs for 2008 implementation will be made by SBE staff and liaisons and the CDE by January 1, 2007.

In 2008, students taking these CSTs will either be administered a CBT version of the test or the standard paper-based version. This will allow ETS to address comparability between the two modes of administration. In subsequent years, a paper-based version will be available, but the majority of students taking these CSTs will do so via CBT.

ETS will work with the CDE to establish operational requirements for the CBT infrastructure including form creation, item display, security requirements, data capture and scoring.

For each CST delivered via CBT, test items will be displayed in a way similar to how they appear in the paper test booklets. All CBT versions will be reviewed by the appropriate ARP prior to implementation, with ARP recommendations informing the decision to implement CBT for a given test.

The method of delivering CBT to schools will be “Internet-based Testing” (iBT). This method will minimize the need for schools to have specialized computer laboratories to provide CBT. Starting in July 2007, the STAR order management system will treat CBT for a given CST as a separate testing order. To order CBT tests, a district must first be approved by CDE for CBT. The criteria for such approval will be determined by SBE staff and liaisons and the CDE.

ETS will only begin work on the 2008 CBT pilot after SBE staff and liaisons and the CDE have reviewed and approved the pilot test. By September 2008, ETS will provide SBE staff and liaisons and the CDE with a detailed scope of work, timeline, and budget for the 2009 CBT administration. Additional costs to complete the activities are contingent upon approval by CDE and SBE of a contract amendment and upon sufficient funds being made available by the Legislature in future fiscal years.

Reducing Turnaround Time for CAPA via Web-based Entry of Examiner Ratings

CAPA is low-volume test. District test results cannot be reported until sufficient CAPA answer documents (rating sheets) have been returned to allow for equating with the previous-year's test. To expedite the return of CAPA Examiner ratings and the scoring of the CAPA test, ETS will make available a secure Web site for CAPA Examiners to enter their ratings online. This Web site will allow an examiner to identify the student being administered the CAPA test, enter their ratings online and submit them directly to ETS. ETS will then process those ratings as they would ratings submitted on CAPA answer documents. CAPA examiners will be trained to use this Web site during the 2007 Pre-Test Workshops. Additional training will be provided through the COE STAR liaisons. All CAPA answer documents will still be returned to ETS. ETS will review a sample of such answer documents to check the proper receipt of Web-entered examiner ratings.

12. B. Overall Reports

12. B1 Preparation of Reporting System

PEM will create detailed report test plans based on the agreed-upon customer requirements. The report test plan consists of test cases representing varying combinations of districts, schools and grades. Each of the test cases is structured to produce a specific circumstance that will be validated on the reports. Test cases are reviewed and augmented for each test administration to verify that software system conditions are accurate.

For report quality control, four general areas are evaluated including:

- Comparing report formats to input sources from the CDE-approved samples
- Validating and verifying the report data by querying the appropriate student data
- Evaluating the production print execution performance by comparing the number of report copies, sequence of report order and offset characteristics to the CDE's requirements
- Proofreading of reports at PEM prior to any district mailings and then sending of the reports to the ETS and the CDE for review

All reports will be required to include a single, accurate CDS code, a charter school number if applicable, a district name, and a school name. All elements will conform to the CDE's official CDS code and name records. From the start of processing through scoring and reporting, the CDS Master File is used to verify and confirm accurate codes and names. PEM receives updated CDS Master Files from the CDE throughout the year.

For students assessed on more than one answer document, the matching process, as described in Sections 7 and 10 will provide for the creation of individual student records from which reports will be created.

After the reports are validated against the CDE's requirements, a set of reports for pilot districts will be provided to the CDE and ETS for review and approval. PEM will send paper reports on report form, foldered as they will look in production. The CDE and ETS will review and sign-off on the report package within five to seven business days.

Upon the CDE's approval of the reports generated from the system test, PEM will proceed with the first production batch test. The first production batch is selected to validate a subset of districts that contain examples of key reporting characteristics representative of the State as a whole. The first production batch test incorporates customer-selected school districts and provides the last check prior to generating all reports and mailing them to the districts.

12. B2 Report Production/Printing

PEM will:

- Print each page as original, thus producing easy-to-read reports that do not smudge
- Utilize a sophisticated report collation process combined with high-speed laser printing technologies to print all report types in continuous print streams

PEM will print, package, and distribute the following reports for the STAR Program.

- Teacher Report
- Student Report
- Student Record Label
- Student Roster with Results, by Grade (Master List)
- Summary, by Grade (Master List Summary)
- Subgroup Summary, by Grade
- Unmatched Reports
- Electronic Student Data File

The Materials List described in Section 9. D2 breaks out the reports by test type, and provides assumptions regarding the number of copies per report, the level of aggregation and the report recipient. In addition to the number of copies per report cited in the Materials List, districts can order additional copies of reports on the Processing Form when documents are returned for scoring. PEM will provide a reprint capability for all reports to support such requests.

12. B3 Report Packaging

Each shipment of reports for schools, districts, and counties will include a specific letter enclosed with the package describing what they are receiving in their shipment. All reports will be assembled by grade, school, and district. School sets of reports will be assembled and shipped to the district for distribution to schools.

For those districts that test in multiple test administration windows, report packages for the early administrations will include:

- Student Data File
- Student Reports
- Student Record Labels
- Student Roster with Results (Master List)

For those districts that test in a single test administration window, and for the last administration of a multiple test administration window district, report packages will include:

- Student Data File
- Student Reports
- Teacher Reports
- Student Record Labels
- Student Roster with Results (Master List)
- Unmatched Reports

- Summary (Master List Summary)
- Subgroup Summary

CST, NRT, CAPA, STS, and CMA results will be incorporated into the Student Data File, Student Roster, and Subgroup Summary reports. Separate Summary reports will be provided for end-of-course tests and the NRT.

The following packaging processes will be followed to provide districts with clearly organized shipments:

1. All reports will be assembled and placed in report folders. One color of folder will be used for district reports; another color will be used for building reports. Assembly clerks will check a district's printed reports against the internal reports packing list, before placing the reports in folders. Confidential student reports will be grouped in accordance with the information provided on the packing list, and placed in folders.
2. Reports will be boxed and labeled by school with the boxes for all schools within each district shipped to the district STAR coordinator for distribution within the district. The district reports will be boxed separately.
3. Enclosed in each shipment of reports will be a specific letter describing what the district is receiving in the shipment.
4. A pallet map will be included with each report shipment for districts that receive more than one pallet of reports.
5. Prior to shipment, quality control specialists will perform a final quality check of reports and check for complete units of work, correct assembly, and the correct use of mailing labels.

12. B4 Report Delivery

PEM will work with ETS and the CDE to design reports and reporting systems that provide accurate results to all stakeholders in a timely manner.

PEM will distribute all paper reports so that they are received by districts no later than August 8 for district receipts received by July 1. All reports for districts authorized to test during July and August will be received by the districts no more than five weeks after receipt of answer documents at PEM.

For those districts that test grade levels in multiple testing windows/administrations, they will receive individual student reports as processing and scoring is completed for each administration. Summary reports for the multi-administration districts will be received within approximately eight weeks of the delivery of the last administration to PEM or by August 8; whichever is later.

PEM will implement the following improvements to the current reporting system:

- Student and Teacher reports will be shipped with the rest of the districts' report shipments, and not as separate shipments, which is currently the case.
- Both copies of the student report will be originals. Currently one copy is in color and the other copy is black and white.
- All report designs will be improved to include features that have been communicated to be important to the end users. These enhancements are further described in Section 12. C.

A single entity (PEM) will be responsible for all report production and distribution, eliminating a series of hand-offs that currently exist with the reporting vendor for Student and Teacher reports.

Box 1 of each district shipment, which contains the letter explaining what is included in the shipment and the summary reports for the district, will be white so that it will be easy for the district STAR coordinator to easily distinguish this box from other boxes in the shipment.

Trained shipping personnel will determine the most reliable and rapid means of delivering each shipment of reports. Each district's reports will be entered in the shipping manifest system as they are shipped. PEM's barcode technology combined with distribution partners' (UPS, for example) tracking systems will allow PEM to provide instant updates about the location and status of report packages should any problems arise. Upon receipt of reports at the district, district personnel signatures will be required to provide for secure delivery.

PEM will transmit status records to ETS at the following points, so that they are also able to track where a district is at a given point in the reporting process:

- Reports printed
- Reports shipped
- District complete

12. B5 Synergy with the CSU EAP Program

ETS proposes to coordinate between the STAR Program and the CSU Early Assessment Program (CSU-EAP) to provide timely reporting of EAP results to districts and students to the extent that such coordination does not negatively affect the execution of the STAR contract. Proposed activities will begin in the 2007–08 school year. ETS will provide proposals on the following activities to CDE and SBE staff for review and approval:

- Use of STAR Pre-ID data to provide parent address information for CSU EAP student reports;
- Posting of CSU-EAP student status data in aggregated form on the STAR results Web site;
- Investigation of incorporating CSU-EAP results on STAR parent reports;
- Coordination of CSU-EAP test development activities with STAR test development activities to facilitate the printing and shipping of STAR testing materials;
- Coordination of the Grade 11 CSU-EAP essay testing window with STAR Grades 4 and 7 testing windows to facilitate return of CSU-EAP essays for quicker scoring and reporting.

The above activities may necessitate an inter-agency agreement between CDE and CSU. ETS will not proceed with any activities requiring an inter-agency agreement until the written agreement is secured.

All such activities must first be reviewed and, where necessary, approved by SBE liaisons and staff and the CDE before being implemented. In no case will the STAR Program bear the contractor costs for such activities. In addition, in no case will such activities impede the administration, scoring, and/or timely reporting of STAR results or the fulfillment of any obligations under the STAR contract. If such activities jeopardize the timeline of the STAR contract, STAR-funded activities will be discontinued.

12. C. Production and Distribution of Paper Score Reports

Table 31 provides a matrix of the reports by test type, and provides assumptions regarding the number of copies per report, the level of aggregation, and the report recipient.

Table 31. Report Matrix

Report	No. Copies	School	District	County	State	Aggregation Level
Student Report						
Traditional Schools	2*	1	1			
Independent Charter	2*	2				
California Report for Teachers	1	1				
Student Record Label	1	1				
Student Master List	1	1				
Group Summary CAT/6						
School	2	1	1			School
Independent Charter	2	1		1		School
District	2		1	1		District
County	1			1	1***	County
State					1	State
Student Master List Summary — CST for each grade level 2–11						
School	2	1	1			School
Independent Charter	2			1		School
District	2	1	1	1		District
County	2			1	1***	County
State	1				1	State
Student Master List Summary — End-of-Course CSTs for each math test grades 8–11 and science test for grades 9–11						
School	2	1	1			School
Independent Charter	2	1		1		School
District	2		1	1		District
County	2		1	1	1***	County
State	1			1		State
Subgroup Summary						
Reports for the following Subgroups: • Male/Female • Disability/Not Disabled • Econ. Disadvantaged/Not Econ. Disadvantaged • English Learners/EO, I-FEP, and R-FEP • English learners in CA Public School less than 12 months • English learners in CA Public Schools 12 Months or More						
School	2	1	1			School
Independent Charter	2	1		1		School
District	2		1	1		District
County	2			1	1***	County
State	1				1	State
Student Data File						
School Electronic Student Data File	1	1				
Independent Charter						
District Electronic Student Data File	1		1	1**		
State Electronic Student Data File	1				1	

* 1 copy for parent/guardian and 1 copy for current teacher
** County Offices of Education only for schools operated by the county
NOTE: Independent Charters are treated as districts for aggregation purposes.
*** State copies of county reports are to be electronic copies on CD-ROM

In addition to providing student and summary performance data, ETS and PEM will provide unmatched reports to districts for resolution.

These reports will be sent with the district's other reports, and will include:

- An alphabetical listing of students within grade, within school, within district for whom there are multiple-choice scores but no writing test scores, and vice versa (Grades 4 and 7)
- An alphabetical listing of students within Grade 3, within school, within district for whom there are CST scores but no NRT scores, and vice versa
- An alphabetical listing of students within grade, within school, within district for whom there are CST end-of-course scores but no grade level scores
- An alphabetical listing of students within grade, within school, within district for whom there are STS end-of-course Math scores but no grade level scores

Sections 12. C1 and C2 below describe the plans for producing SBE-approved reports, including proposed design enhancements resulting from PEM's research study and ETS's prior experience with design of the STAR student and teacher reports.

12. C1. Student Reports

PEM will design and produce the following types of individual student reports for the STAR Program:

- CST/NRT
- CAPA
- STS
- CMA

All student reports, except for the Grade 8 through 11 CST reports will be designed to print on both sides of a single sheet of 8.5 inch x 11 inch paper. Due to the number of subject areas assessed at the higher grade levels, including end-of-course assessments, the Grade 8 through 11 CST reports will be designed to be printed on both sides of a single sheet of 11 inch x 17 inch paper, which when folded becomes four 8.5 inch x 11 inch pages, or a report folder.

The proposed student reports include all of the same data points that are in the current student reports, including: scaled score for ELA, scaled score for Math, percent correct by content area, percent correct by content area compared to State Proficient range, and national percentile rank for NRT (Grades 3 and 7 only). Information on additional resources will also be provided.

Enhancements to the student report include the following:

- Better use of space improves overall viewing and ability to understand report.
- Identifying information such as student name is more predominant.
- Performance by content area is presented in bar chart format, which is more easily understood by parents.

In addition to percent correct, the number correct for each content area is provided.

Instead of describing all ELA and Math content standards, only those content areas for which the student needs to focus on are included to the right of the bar chart.

The student address was moved to the left side of the report to accommodate the use of left-windowed envelopes by districts.

A POSTNET barcode was added above the student address. The barcodes will be printed with the addresses by PEM, and will allow districts to qualify for postage lower rates and take advantage of faster, more efficient mail processing.

The STS Student Report will follow the same content and design rules used to create the CST Student Report, but will be in Spanish except for the California content standards in ELA and Mathematics, which will not be translated.

PEM will provide two copies of student reports to each district. One copy will be packaged for the district and the second copy for the school at which each student was tested. Both copies of the report will be provided in color. Color schemes will be chosen so that the district report can be easily photocopied as a black and white copy.

An adhesive Student Record Label for each student will also be provided to each district, packaged by school with the reports. The student record labels are printed five per sheet, one label per student, and include the student's overall test results. To comply with Section 60607(s) of the California Education Code, schools are required to affix this label to the individual student's permanent school records.

Student Record Labels will include:

- Student identifying information, such as student name, grade enrolled, grade tested, test date, date of birth, school and district where the test was taken
- California Reading List Number
- Accommodations and/or Modifications, if applicable
- Tests and subjects taken
- Scaled score
- Performance level
- National Percentile (NRT only)
- National NCE (NRT only)

The design of the student report will retain the look and feel of the current STAR student report. It will incorporate feedback from districts, SBE, its staff and liaisons, and CDE as part of the annual cycle of report specifications. Any changes to this report agreed to by December 31 of a given year will be incorporated into the following year's student report.

12. C2. Summary Reports

Under ETS's direction, PEM will produce and disseminate the summary reports listed below.

Below is a description of each report.

Student Roster with Results, by Grade (Master List). One copy of this report will be produced for each school, to provide school administrators with a single list of all students and their scores for a grade, or year-round schedule within a grade at a school.

Student names will be printed in alphabetical order within each grade, by last name, first name, and middle initial. Each student's CST and NRT scores will be printed. If scores are not available, a reason code will be printed. Subsequent lists will be printed that include the names of all students assessed with CAPA, CMA, and/or STS, as the programs are

phased in and if there were any students assessed with these tests at the school. These lists will also be in alphabetical order by student last name.

The report will print in landscape versus portrait format, and included "star icons" to reflect student performance proficiency levels visually, so school administrators can easily scan the report and get a picture of individual student performance. Key data such as student information, use of accommodations or modifications, scaled score, performance level, reporting cluster percent correct, writing applications standards score for grades 4 and 7, and national percentile and national normal curve equivalent for the NRT grades 3 and 7 will be provided.

Summary by grade (Master List Summary). The Summary by grade report will be provided at the following levels of aggregation: school, independent charter, district, county, and State. It will summarize performance of a group of students within a grade for the aggregate level, on the CSTs, CAPA, CMA, and STS. Separate summary reports will be provided for the same aggregate levels for the end-of-course tests and for the NRT.

Like the Student Roster with Results report, the Summary by grade report has been redesigned to be printed in portrait versus landscape orientation.

In addition, the following enhancements were made to the report design:

- A pie chart has been added to illustrate percent of students Proficient at each performance level for the level of aggregation.
- Bar charts have been added to visually depict student performance by reporting cluster.
- Writing assessment information has been presented in an easy-to-read format.

The end-of-course and NRT Summary reports will follow the same design contents, where appropriate. For all Summary reports, the number of copies required in the STAR RFS will be provided.

Subgroup Summary, by grade. A subgroup summary by grade at the following levels of aggregation will be provided:

- School
- Independent charter
- District
- County
- State

The report will allow schools and districts to look at results based on the following demographics:

- Disability status
- Economic status
- Gender
- English-language fluency
- Primary ethnicity

The report will be sorted by subgroup in the order specified by the CDE.

Overall performance levels will be broken down by specific demographics for the CSTs, the NRT, CAPA, STS, and CMA tests. PEM will work with ETS and the CDE to provide a Subgroup Summary report design that has the same look and feel as the other revised reports, while maintaining the content of the report.

In addition to providing hard copies of all reports, PEM will provide to CDE an electronic file via a CD-ROM for the following reports:

- Summary, by grade reports (County and State)
- Subgroup Summary, by grade reports (County and State)
- Electronic student data files are described in Section 12. E.

All STAR summary reports will be produced and delivered according to the following requirements:

- School-level reports will be produced by grade and will include the number of students tested, the number of valid scores, the average scaled score, the standard deviation of the scaled score, and normative data for the NRT.
- District summary reports will be comparable to the school-level reports. Districts will receive summary reports no later than August 8 of each year.
- County-level reports comparable to the school and district reports will be produced. County offices of education will receive county-level reports no later than August 8 of each year.
- A State-level report comparable to the school, district, and county reports will be produced. The CDE will receive State-level reports no later than August 8 of each year.

12. C3. Plan for Distributing Reports to LEAs

Reports will be distributed to districts, independent charters, counties, and the State. District shipments will include school reports, boxed separately by school. Each report shipment will be entered in the shipping manifest system as it is shipped. PEM will use barcode technology to provide instant updates about the location and status of report packages should any problems arise. Upon receipt of reports at the district, a district signature will be required to provide for secure delivery.

12. C4. Printing, Packaging, and Distributing Reports

PEM will print, package, and distribute the reports listed in this section.

12. C5. Identifying Charter Schools

As changes to school and district information arise, the CDE will update the CDS Master File and provide an updated file to ETS and PEM. PEM will use the CDS Master File for the start of processing through scoring and reporting to verify and confirm that accurate codes, names, and addresses are being used.

12. C6. Procedure for LEAs to Notify ETS that Complete and Accurate Reports/Files Were or Were Not Received

Each shipment of reports for schools, districts, and counties will include a letter describing how the reports are packaged to assist the district with report distribution. All reports will be assembled according to grade, school, and district. School sets of reports will be assembled and shipped to the district for distribution to schools.

If for any reason, a district receives what they believe to be incomplete or inaccurate reports or files, these procedures will be followed:

1. The district contacts STAR TAC to report the potential error.

2. STAR TAC requests that PEM investigate the potential error.
3. If it is found that ETS or PEM have caused an error, PEM produces revised reports and/or files, clearly indicating "revised" with the revision date on the reports, and ships the revised materials to the district.
4. ETS submits a report to the CDE and the district detailing the resolution of each inaccurate or incomplete report.
5. If the error is caused by ETS or PEM and district notification is received no later than July 26, it will be corrected for the August student data file and Internet Report posting.
6. Aggregate or student data files found to be incorrect due to ETS or PEM error will be corrected and reissued to the CDE at no additional cost.

12. D. The California Report for Teachers

The California Report for Teachers will be provided for STS and CMA components of STAR as well as for CAPA and CST components. For each type of test, separate reports will be provided for ELA and Math. Reports will be printed for individual teachers if:

- Teacher names and course periods were included for students in the district Pre-ID file; or
- If student answer documents were packaged for scoring by teacher and the teacher's name was gridded on the School and Grade ID sheet.

The current Teacher Report format will be reviewed annually and presented via focus groups to educators to inform the report specifications for the next year's report.

Reports will be printed by grade level or math course if student answer documents were submitted for scoring by grade.

To expedite the return of Teacher Reports, PEM will produce the Teacher Reports, package them by school, and ship them with the other student and summary reports to the district. Under the contract, PEM, as subcontractor to ETS, will produce all reports, including the Student Report and Teacher Report, and will ship all reports as complete shipments, reducing the turnaround time required for providing the reports to the districts.

Reports for individual teachers will be in sealed envelopes addressed to the teachers. Other Teacher Reports (for a grade level or a math course) will not be in envelopes, but will be part of the school's reporting package. It will be up to school administrators to determine the appropriate distribution of those Teacher Reports within their school.

The design of the Teacher Report will retain the look and feel of the current STAR Teacher Report. It will incorporate feedback from districts, SBE, its staff and liaisons, and CDE as part of the annual cycle of report specifications. Any changes to this report agreed to by December 31 of a given year will be incorporated into the following year's teacher report.

12. E. Electronic Student Data Files

In addition to the paper reports, electronic student data files on CD-ROM will also be provided for:

- Districts
- County Office of Educations, for those schools operated by the county
- Independent charter schools

Student data for all STAR operational tests (CSTs, NRT, CAPA, CMA, and STS) will be provided on a single data file versus separate data files, as space permits. The sort order will

be by CDS and by test. Electronic student data files will be sent with other report packages, such as student and summary reports.

The electronic report package for the State will include:

- Summary, by grade (also provided for end-of-course and NRT)
- Subgroup Summary, by grade
- PDFs of all county Summary reports

12. F. Interpretation Guidelines

ETS will produce interpretation guides for both CST and CAPA Student reports. Additional reports and interpretative guidelines will be added for the STS in 2007 and for the CMA when it becomes operational in 2008.

Although the reports themselves are self-explanatory, ETS will have most parts of the reports translated and will offer further definitions. The language will be as simple and straightforward as possible. The report will be one page, two-sided. It will begin with a statement of purpose with caveats and end with a short glossary.

These parts of the report will be directly translated:

- Superintendent's letter
- How to use
- California Reading List
- NRT
- Lists of resources

In addition, these parts of the report will be explicated:

- Student identification
- Scores and performance levels
- Content areas
- Information on standards
- NRT scores
- Resources

After the CDE has approved the wording of the interpretative guidelines, they will be formatted in print-friendly MS-Word, PDF, and HTML and posted on startest.org.

12. F2. Provide Guidelines in Multiple Formats in the State's Six Major Languages in Addition to English

Because the text of the reports varies so, not only from student to student, but also by grade and number of tests, it is impossible to translate every part of the guides.

Instead, three guidelines will be translated for CSTs, CAPA, and CMA into the following languages:

- Spanish
- Vietnamese
- Hmong

- Cantonese
- Tagalog/Pilipino
- Korean

For STS, two interpretative guidelines will be available in English and in Spanish.

San Joaquin County Office of Education (SJCOE) will handle the translations as they have for other districts, contractors, and for the CDE.

Each translated guideline will display the language of the translation in English prominently on the front. Each translation will also be formatted into MS-Word, PDF, and HTML and posted on startest.org. Both the English version and each translation will be printed so that ETS can send a paper copy to each district and site with student reports. This way, the district or site may copy the guides and translations in the appropriate amount and distribute them to parents as they choose.

12. G. Reporting and Correcting Errors

Any time there are changes to the data that require reports to be reprinted, STAR Technical Assistance Center staff will call PEM to print and ship revised reports. All of the reports will be clearly identified as “revised” with the appropriate revision date.

Reporting Errors

In any such event, ETS staff will take the following steps:

- Initially analyze the situation
- Inform the CDE immediately
- Further analyze the impact of the error
- Discuss solution options with the CDE
- Deliver an expedient resolution that best mitigates program risk.

Demographic Data Correction Opportunities for Districts

Districts have a set of opportunities to submit and correct accurate demographic data throughout the test administration life cycle.

Months before the administration, districts have the opportunity to submit Pre-ID files to CSIS and then to ETS for STAR Pre-ID processing. CSIS and ETS error summary reports will inform districts of omissions, errors and deficiencies and allow opportunity for file resubmission or online corrections.

Critical Pre-ID and gridding deficiencies are corrected during the Scan Edit resolution process (see Section 11. B). These deficiencies are related to CDE regulations about missing data for certain key fields exceeding tolerance thresholds.

ETS will offer a new data correction window immediately after online test results are posted for a district’s administration (see Section 12. A) and prior to paper report production and delivery for the district. This allows the district to correct errors prior to paper and Internet reporting. This error correction will improve the accuracy of the paper and initial Internet reporting (P1) and assure that districts receive the appropriate AYP apportionments. It also allows the opportunity to update student addresses in order to improve the accuracy of report mailings.

Another data correction window will be offered after all districts’ results have both been posted to the Web and reported to the districts on paper in mid-August. This allows the correction of additional demographic data omissions or errors that get identified from the Web or paper

reporting. This correction window takes place from late September through early November following each year's administration.

A final data corrections capability for districts will be offered after the final Web posting of summary results. This Post-P3 data correction window allows districts to correct data that was not previously identified as being in error. ETS sends the corrected data to the CDE for AYP/API consideration. Error Correction Opportunities summarized error correction opportunities during the STAR testing cycle.

Table 32. Error Correction Opportunities

Reporting of Demographic Data	Correction Date	Subsequent Demographic Data Correction Capability
Pre-ID submission error summary report	November through July, prior to administration	District STAR coordinators can resubmit Pre-ID file or add/correct data online; districts can also request expedited labels just prior to test administration for new students or to correct previously submitted data.
Scan Edit Resolution Report, detailing missing demographic data in excess required thresholds (see Section 11..B)	March through August, after administration	Districts can submit updates within a 48-hour window, prior to scoring.
Expedited online student-level results posting to districts	March through August, after the administration	New expedited data correction window is applied to paper reports and P1/P2 Internet Summary Results Posting.
Paper Reports, P1/P2 Web Summary Results Posting	September through November, after the administration	Currently-offered data corrections window to be applied to P3 Web summary results posting and delivery of student level data to the CDE
P3 Web Summary Results Posting and delivery of P3 student level data to the CDE	December and beyond, following the administration	Currently-offered post P3 data correction capability to be applied to subsequent student data file submission to the CDE

12. H Other Reporting Issues

12. H1. Longitudinally Comparable Scores

If requested by SBE staff, ETS will conduct a research study to investigate the development of a "Distance Between Predicted and Proficient" score that could be used to compare matched group performance from one year to another. This study will develop regressions for ELA and Math using 2004-05 state data, describe their statistical qualities and limitations, and provide some examples of their possible use in district level program evaluations. Matching of 2004 data with 2005 data will be done for students with ID numbers (either SSID or local identifiers). A report of the study will be provided to the CDE and the testing liaisons on the representativeness of the available matched data sample.

Each month during the study, a progress report will be submitted to SBE staff and liaisons and CDE. If requested, ETS will brief SBE staff and liaisons and CDE staff on the progress of this study prior to the delivery of the draft report. ETS will present, to the CDE and SBE, recommendations from the completed analyses (report). ETS understands that the contract may be amended at a later date to fund recommended activities and related charges.

This study will be conducted in two phases; Phase I will use 2004 and 2005 matched data. Phase II will be a replication of Phase I using available 2005–06 data. Phase II would only be

conducted if Phase I is successful as determined by the liaisons and the CDE. Additional costs to complete Phase II activities are contingent upon approval by CDE and SBE of a contract amendment and upon sufficient funds being made available by the Legislature in future fiscal years.

The proposed timelines and deliverables for these phases are described below.

Table 33. Research Study Deliverables

Deliverable	Due Date
Phase I (2004–5 Data)	
1) Approval of research study plan	1/6/06
2) Identify other states using regressions as growth measures; find out "lessons learned"	3/17/06
3) Examine existing data; develop appropriate rules for matching cases	1/20/06
4) Conduct regressions; determine technical details (e.g., linear vs non-linear)	2/10/06
5) Apply regressions to state level data and major demographic groups to identify anomalies or concerning results	2/24/06
6) Conduct several district level analyses as demonstrations (assuming sufficient data are available for one or more districts)	3/24/06
7) Provide a report for SBE testing liaisons and CDE, including recommend appropriate uses and safeguards for the growth measure	5/1/06
Phase II (2005-6 Data)	
1) Update plan and obtain approval to proceed	8/15/06
2) Replicate most important analyses with 2005-6 Data	10/20/06
3) Provide a report for SBE testing liaisons and CDE	11/3/06

12. H2 Shortening the Testing Window.

If the SBE determines through a change to Title 5 regulations to change the STAR testing window, ETS will plan with the SBE and CDE for the eventuality that the STAR testing window will shift to 90 percent of completion of the academic year and five days (rather than the current 10 days) on either side of that date. The ETS budget will specify cost implications to this proposed change in testing window assuming 1) that the cut-off date for receipt of answer documents for inclusion in the August 8 data release remains at July 1; 2) there is an realization that the actual number of districts and students included in the August 8 data release will vary from year to year depending on district adherence to the July 1 cut-off date; and 3) pilot district data review is expedited by using equating data from the "early form" used in the testing cycle.

13. Component Task 13: Reporting Test Results to CDE (CST, CAPA, CMA, STS, NRT)

The following annual reports and files are to be delivered to CDE by August 7, 2007 and to SBE if requested. The column labeled "State" in the following table shows the reports and research files to be delivered.

Table 34. Delivery of Summary Reports to CDE

		Distribution			
Report	**No. Copies**	**School**	**District**	**County**	**State**
County Group Summary CAT/6 Report	2			1	1#
County Student Master List Summary Report	2			1	1#
County Student Master List Summary EOC Report	2			1	1#
County Sub-Group Summary Report	2			1	1#
State Group Summary CAT/6 Report	1				1#
State Master List CST Summary Report	1				1#
State Student Master List Summary EOC Report	1				1#
State Subgroup Summary Report	1				1#
State Student Data File	1				1@
Internet Report	1				1@
Internet Research Files***	1				1@

@ Electronic copies preferred
# Paper and electronic reports
*** Multiple formats

State summaries are generated by grade and include all students in the State. The state also receives summary reports for each of the 58 counties and the California Youth Authority Schools.

13. A. Student Privacy

ETS will deliver the Internet site in accordance with these requirements.

- Data where a student's identity could be ascertained is suppressed and is represented by asterisks
- Reporting of all CST performance levels and provides a combined proficiency level which totals the sum of the Advanced and Proficient performance levels
- Allowance for the selective inclusion of either all five performance levels or the combined proficiency level on Web pages

13. B. Internet Site

13. B1. Requirements for Internet Site

ETS will work with the CDE to comply with the CDE's Internet standards. CDE will continue to host the STAR Internet site.

The site will be able to support 100 simultaneous users without significant design-related performance problems. To handle peak-demand or other times when the site is performing sub-optimally, static versions of all the Web pages are also supported. ETS will monitor actual Web site performance and work with the CDE to assure that the site meets performance specifications.

The design of the Web site will be data driven, so the user can very efficiently select the desired parameters to see the desired reporting of results. The database will use MS-SQL Server technology. While there are many combinations of summary reports that will be accessible, the summary data will be pre-calculated. While this may limit the dynamic nature of the site, it will prevent inappropriate summaries and interpretation of results by users.

The software application behind the Web site will allow the site administrator to load new iterations of data into the database and to generate new research files based on the refreshed data. As the data gets refreshed, notes added by the CDE from the previous iteration will be preserved.

The site will support two years of data: the current year and previous year. Summaries by counties, districts, schools, and the State will be provided. The site will support CST, NRT and CAPA as well as STS and CMA as those tests become operational.

13. B2. Delivery Aggregate Summary Data Files that are Synchronous with the Delivery of the Student Data Files

The Web site will provide for aggregate summary data files that are synchronous with the delivery of the student data files. These aggregate summary data files include aggregations by schools, districts, counties and the State. Independent charters are represented as separate districts within a county. The summaries will also be by individual assessment and by grade within each assessment. Courses that are not grade-specific will also be aggregated as an end-of-course summary. The summaries will include statistical data for the various assessments reflecting performance levels, quarters, or CAPA levels. These data will include the number of test takers, the average scaled score, and derived scores as appropriate. New STS and CMA results will be included as they become operationally available.

13. B3. Requirements for the Aggregate Summary Data

ETS will deliver report pages and research files that include aggregate summary data. The summary data and the Internet site will support the new requirement for CST cluster reporting. This cluster reporting will include such information as average percent-correct and mean-scaled score reported by grade (or by course for non-grade specific courses). ETS will work with the CDE to define this new requirement more precisely in order to optimize value to the STAR Program constituencies.

13. C. STAR Summary Data

The Internet reporting application will support the following demographic subgroups:

Table 35. Supported Demographic Subgroups — Internet Reporting

Demographic Category	Subgroups
All Students	
Gender	• Male • Female
English Learner 12-Month Status	• Mandated testing- students identified as “less than 12 months” • Optional testing- students identified as “12 months or more”
Special Education Services	• Students with Disabilities • Students with No Reported Disabilities
Economic Status	• Economically Disadvantaged Students • Non-Economically Disadvantaged Students
Special Program Participation	• Receiving Title 1 Services • Migrant Education • Indian Education • Gifted and Talented • EL in ELD • EL in ELD and SDAIE • EL in ELD and SDAIE with Primary Language Support • EL in ELD and Academic Subjects through Primary Language • Other EL Instructional Services • None
Ethnicity	• African American • American Indian or Alaskan Native • Asian • Chinese • Japanese • Korean • Vietnamese • Laotian

Demographic Category	Subgroups
	• Asian Indian • Other Asian • Filipino • Hispanic or Latino • Pacific Islander • Native Hawaiian • Guamanian • Samoan • Tahitian • Other Pacific Islander • White (not Hispanic) • Declined to state
Parent Education	• Not a High School Graduate • High School Graduate • Some College (Includes AA degree) • College Graduate • Graduate School/Post Graduate • Declined to State

13. D. Research Files

The Internet reporting application supports the following Research File requirements:

- State-level research file that contains all county, district and school results for all demographic subgroups
- State-level research file that contains all county, district and school results for the “all students” demographic subgroup
- State-level only research file that contains results for all demographic subgroups
- Limited research files that contain all data for selected counties, districts and schools
- A research file containing all CAPA data
- When available, research files containing all STS data
- When available, research files containing all CMA data
- A research file containing all reporting cluster results data
- Suppression of results where the reported group totals 10 or fewer students or where the number of student reports in any individual cell may allow identification of an individual student

- Compressed (zipped) research files formatted as fixed-length ASCII and comma-delimited (including column names) files. Provide an Access 2000 (or a more recent version of Access) database shell that can be used to import comma-delimited research files along with all instructions for use of the database shell. Provide a load utility that will facilitate the easy importation of comma-delimited research files into the database shell.
- Starting with the 2007 STAR administration, ETS will deliver Web-based data to the CDE in the XML format. The specifications for this data file will be part of the annual report specifications process.

13. E. Administrative Functionality

ETS will incorporate extensive administrative functionality into the Internet design to include:

- **Notes.** Allow for the inclusion of "notes" that may be dynamically added to any selected report page. For example, notes may be added to one or all schools in a district and to one or all of the subgroups. Notes must be capable of being retained when report data is updated.
- **Embargo Reports.** Allow for the selected exclusion of Internet report pages. For example, all cluster reports may be excluded, or the extended proficiency CST report page may be embargoed for subgroup reports at the school level while the combined proficiency report (combined total of proficient and above students) is accessible. Also, all state reports are embargoed until the site is opened to the public.
- **Research File Generation.** Allow for the generation of new research files when new aggregate data is loaded to the site. Which files are generated and the sequence of that generation must be part of the research file generation function.

13. F. CDE Web Delivery Requirements

Starting with the 2007 STAR administration, ETS will deliver Web-based data to the CDE in the XML format. The specifications for this data file will be part of the annual report specifications process.

The key to successful deliveries of the Internet reporting application and data files is to plan for preliminary iterations. This strategy allows CDE data management staff to be involved in early review of the site and the data. By delivering early, issues are identified and remedied earlier, before the critical public deadlines.

ETS proposes the following timeline for site development and data deliverables:

Table 36. Timeline 4: Proposed Timetable for Site Development and Data Deliverables

Month	Deliverable
January	ETS works collaboratively with the CDE to document business requirement changes and other changes for the Internet reporting application.
February	ETS updates specifications.
March	ETS makes modifications to the site, including initial content/text changes provided by the CDE.
April	ETS deploys the site in the ETS user acceptance environment for the CDE's first review of the site. ETS loads the prior years' data into the site (updating the format and content of the data files as necessary).
May	ETS deploys a second release of the software, based on CDE feedback as well as internal testing results.

Month	Deliverable
June	ETS deploys a third release of the software to the user acceptance environment as needed and posts early production test results (referred to as the V1 deliverable in the current contract). ETS also delivers aggregate and corresponding student data files to the CDE. ETS also delivers the application to the CDE for installation to meet the required July 1 deadline.
July	ETS deploys additional releases in the ETS user acceptance environment as necessary (before the July 13 deadline) to correct defects and make final text/content changes from the CDE. A significant amount of production data is now loaded into the site, representing approximately half of the testing population (two million plus test takers, i.e. V2 data release in the current contract). ETS delivers the V2 aggregate and student data files to the CDE.
August	ETS delivers data files and software to the CDE by the August 4 deadline. The aggregate and student data files delivered in early August represent the P1 deliverable in the current contract. ETS will also load the P1 data to the user acceptance site, to stay synchronized with the CDE. P1 data includes all districts that completed testing and returned results by a certain date to be determined by the CDE (June 30 in the current contract).
September	ETS delivers P2 aggregate and student data that now include all districts. ETS will also load P2 data to the user acceptance site to stay synchronized.
December	ETS delivers P3 aggregate and student data that now include all districts. ETS will also load P2 data to the user acceptance site to stay synchronized.

Provision of Web-based data in XML format.

Starting with the 2007 STAR administration, ETS will deliver Web-based data to the CDE in the XML format. The specifications for this data file will be part of the annual report specifications process.

ETS will make every effort to assure that all Web development will comply with the IT Compliance clause of the STAR contract.

13. G. Secure File Transfer

Due to the confidential nature of test results, ETS uses File Transfer Protocol (FTP) and encryption for all student data files. In addition, ETS uses Zip technology to reduce the disk space requirements on all files. This method applies to all data file transfers.

13. H. Student-level Files

ETS will deliver student level data files on dates set by the CDE.

ETS will deliver one or more snapshots of Pre-ID data to the CDE on a schedule to be specified by the CDE.

ETS will deliver student data files and corresponding aggregate files on the delivery schedule in Section 13.F.

ETS will deliver student data files in three formats: a compressed layout with demographic information only, a layout with item response data and demographic information, and a file that contains all student data available.

14. Component Task 14: Technical Report, Other Reports, Analyses, and Data Collection (CST, CAPA, CMA, STS)

14. A. Technical Report

ETS will develop, maintain, and provide to the CDE and the SBE all documentation needed to assure the technical quality and continuity of the CSTs, CAPA, CMA, and STS including, but not limited to Technical Reports. The Technical Report will document all aspects of developing the CSTs, CAPA, CMA, and STS.

All narrative reports submitted by ETS will include an Executive Summary, the full text, and appendices containing all relevant data tables. In addition, the Executive Summary will be written to stand alone as a document suitable for public distribution. All final narrative reports and all electronic deliverables will be provided in MS-Word, PDF, and HTML format for distribution and possible posting on the ETS STAR Web site. All tables and technical appendices will also be submitted in MS-Excel spreadsheet versions.

Annual Technical Reports will be assembled for each testing program (CSTs, CAPA, CMA, and STS) from the equating and P2 file data and will be delivered to the CDE no later than November 1 of the testing year and at the termination of the contract. The CDE will have 20 working days to review the Technical Report. Five bound paper copies of each Technical Report will be submitted annually to the CDE, as well as one copy on CD-ROM in PDF format.

The Technical Report will be supplied as a MS-Word document, and will be organized and clearly labeled to facilitate cross-reference to the Standards for Educational and Psychological Testing (1999). Sections of the Technical Report will be written by specialists in their respective areas of concentration.

To support the CDE in providing evidence of meeting the requirements of *NCLB*, ETS will provide Technical Reports that clearly identify critical elements for *NCLB* Peer Review addressed within the scope of the reports. In addition, ETS will work hand-in-hand with the CDE to develop evidence obtained over more extended periods; for example, the development of validity evidence to support each testing program.

Tables and figures will be included in the Technical Reports as needed to summarize and clarify analysis results and development procedures. Further data analyses for the purpose of assuring the validity of test scores, federal peer review, programmatic review, program evaluation or any additional inquiries regarding the operation of the STAR, CMA, STS and CAPA assessment programs will be readily provided by ETS. ETS will also discuss additional research studies to support the STAR Program. Results of any additional analyses conducted at the request of the CDE or the SBE will be included as well.

14. B. Student Information Report for Apportionments and API

This Student Information Report data is readily found in the student data file. ETS will deliver this summary report to the CDE with each iterative deliverable of aggregate and student data for each administration year. ETS will coordinate with the CDE on the format of this new deliverable.

14. C. Instructional Material Survey

ETS will annually create an electronic data file for the Instructional Materials Survey that is included on the School Grade Identification (SGID) sheet. ETS is to forward the file on CD-ROM to CDE two weeks after the delivery of the P2 file each year using the following file layout:

Table 37. STAR Instructional Materials Survey Record Layout

Field First Position	Field Last Position	Field Length	Field Description	Field Acceptable Values
1	2	2	County Code	
3	7	5	District Code	
8	14	7	School Code	
15	23	9	Order Number	
24	63	40	District name	
64	103	40	School Name	
104	105	2	Grade	Alpha (02 – 11)
106	135	30	Reading Language Arts	Numeric (1) or Blank (b) 1 = Yes b = No Response (Bubble 1 is first position of array, Bubble 2 is second position of array, etc.)
136	165	30	Mathematics	Numeric (1) or Blank (b) 1 = Yes b = No Response (Bubble 1 is first position of array, Bubble 2 is second position of array, etc.)
166	195	30	History	Numeric (1) or Blank (b) 1 = Yes b = No Response (Bubble 1 is first position of array, Bubble 2 is second position of array, etc.)
196	225	30	Science	Numeric (1) or Blank (b) 1 = Yes b = No Response (Bubble 1 is first position of array, Bubble 2 is second position of array, etc.)

STAR 2007 Test Administration - Schedule of Project Deliverables and Activities

ID	Task Name	Start	Finish
0	**Star 2007 Test Administration**	**Tue 1/3/06**	**Mon 12/31/07**
1	1 Project Start	Tue 1/3/06	Tue 1/3/06
2	2 Project Finish	Mon 12/31/07	Mon 12/31/07
3	3 Begin Test Administration	Thu 2/1/07	Thu 2/1/07
4	4 Test Administration	Thu 2/1/07	Wed 8/1/07
5	5 End Test Administration	Wed 8/1/07	Wed 8/1/07
6	6 Prior Year Test Administration	Thu 6/15/06	Thu 6/15/06
7	**7 Program Management**	**Tue 1/3/06**	**Mon 12/31/07**
8	7.1 Program Mgmt Functions Begun	Tue 1/3/06	Tue 1/3/06
9	**7.2 Schedule Mgmt (SECTION 3.1)**	**Tue 1/3/06**	**Mon 12/31/07**
10	7.2.1 Develop Localized Schedule(s)	Tue 1/3/06	Mon 2/13/06
11	7.2.2 Publish Project Plan to Enterprise Program Mgmt (EPM) System	Mon 2/13/06	Mon 2/13/06
12	7.2.3 Submit Updated Program Schedule to CDE	Tue 1/3/06	Tue 1/3/06
13	7.2.4 Cordinate and Conduct Knowledge Transferw/ CDE on new EPM Platform	Wed 1/4/06	Tue 1/17/06
14	7.2.5 Schedule Maintenance	Tue 2/14/06	Mon 12/31/07
15	**7.3 Communications**	**Tue 1/3/06**	**Mon 12/31/07**
16	7.3.1 ESE Team Communications	Tue 1/3/06	Mon 12/31/07
17	7.3.2 Cross-Functional STAR Communications	Tue 1/3/06	Mon 12/31/07
18	**7.3.3 Customer Engagement Communications**	**Tue 1/3/06**	**Mon 12/31/07**
19	7.3.3.1 Hold Yearly Planning Meeting	Mon 1/9/06	Wed 1/11/06
20	7.3.3.2 Weekly STAR CDE Status Meetings	Tue 1/3/06	Mon 12/31/07
21	7.3.3.3 Bi-Monthly SBE Meetings	Tue 1/3/06	Mon 12/31/07
22	**7.4 Cost/Budget Mgmt**	**Tue 1/3/06**	**Mon 12/31/07**
23	7.4.1 Prepare & Review Monthly Accomplishment Reports & Invoice	Tue 1/3/06	Mon 12/31/07
24	7.4.2 Prepare & Review Quarterly Audit Report	Tue 1/3/06	Mon 12/31/07
25	**7.4.3 Prepare and Submit District Invoices**	**Tue 5/1/07**	**Mon 8/27/07**
26	7.4.3.1 Process Excessive Order Invoices	Tue 5/1/07	Mon 8/27/07
27	**7.5 Quality, Risk & Issue Mgmt**	**Thu 1/19/06**	**Thu 1/19/06**
28	7.5.1 Quality Risk Issue Meeting	Thu 1/19/06	Thu 1/19/06
29	**7.6 Scope**	**Tue 1/3/06**	**Mon 12/31/07**
30	7.6.1 Annual Update of Scope of Work	Thu 1/19/06	Wed 2/15/06
31	7.6.2 Other Scope & Integration MGMT	Tue 1/3/06	Mon 12/31/07
32	7.7 Program Mgmt Complete	Mon 12/31/07	Mon 12/31/07
33	**8 Program Support Services (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.2)**	**Tue 1/3/06**	**Mon 12/31/07**
34	**8.1 Help Desk**	**Tue 1/3/06**	**Mon 12/31/07**
35	8.1.1 Maintain log of customer concerns	Tue 1/3/06	Mon 12/31/07
36	8.1.2 Provide CDE with Monthly customer concerns log	Tue 1/3/06	Mon 12/31/07
37	**8.2 startest.org**	**Tue 1/3/06**	**Mon 12/31/07**
38	8.2.1 Maintain website	Tue 1/3/06	Mon 12/31/07
39	8.2.2 Post new documents	Tue 1/3/06	Mon 12/31/07
40	**8.3 Collection and Monitoring of Information**	**Wed 3/1/06**	**Wed 10/25/06**
41	**8.3.1 Update Charter School List**	**Thu 6/15/06**	**Fri 9/1/06**
42	8.3.1.1 Submit form to CDE for updating indep. charters and dist. Coordinators	Thu 6/15/06	Thu 6/15/06
43	8.3.1.2 CDE reviews form for updating indep. charters and dist. coordinators	Fri 6/16/06	Tue 6/27/06
44	8.3.1.3 Review superintendent form	Thu 6/15/06	Mon 6/26/06
45	8.3.1.4 Send out superintendent form	Tue 6/27/06	Tue 6/27/06
46	8.3.1.5 Superintendents respond with updates	Wed 6/28/06	Mon 7/17/06
47	8.3.1.6 Update Charter School lists with CDE	Tue 7/18/06	Fri 9/1/06
48	**8.3.2 Update Order Mgmt System (OMS)**	**Wed 3/1/06**	**Wed 10/25/06**
49	8.3.2.1 SRT Constructs Requirements for July Release (calendar update)	Wed 3/1/06	Thu 4/20/06

ID	Task Name	Start	Finish
50	8.3.2.2 SRT Constructs Requirements for October Release (ordering update)	Mon 4/3/06	Tue 5/16/06
51	8.3.2.3 Open OMS for Updating with District Changes	Tue 7/18/06	Tue 7/18/06
52	8.3.2.4 Collect & Update District Coordinator contacts	Wed 7/19/06	Tue 10/24/06
53	8.3.2.5 Send STAR District Coordinator information to CDE	Wed 10/25/06	Wed 10/25/06
54	**8.4 Terminology**	**Tue 1/3/06**	**Mon 2/6/06**
55	8.4.1 Develop terminology guide	Tue 1/3/06	Mon 1/30/06
56	8.4.2 Publish guide	Tue 1/31/06	Mon 2/6/06
57	**8.5 Workshops for Appropriate District Personnel for the CSTs, CAPA, NAA, STS, and NRT**	**Fri 5/5/06**	**Thu 8/30/07**
58	**8.5.1 Ordering Workshops**	**Thu 6/15/06**	**Tue 10/31/06**
59	8.5.1.1 Ordering Workshop Begins	Thu 6/15/06	Thu 6/15/06
60	8.5.1.2 Schedule ordering, pretest & postest workshops	Thu 6/15/06	Wed 6/21/06
61	8.5.1.3 Develop ordering guide/forms	Fri 9/1/06	Wed 9/20/06
62	8.5.1.4 Submit ordering guide/forms to CDE for review	Thu 9/21/06	Thu 9/21/06
63	8.5.1.5 CDE reviews ordering guide/forms	Fri 9/22/06	Thu 9/28/06
64	8.5.1.6 Revise Ordering Guide/Forms	Fri 9/29/06	Mon 10/2/06
65	8.5.1.7 Print and Distribute Workshop Materials	Tue 10/3/06	Tue 10/10/06
66	8.5.1.8 Present ordering workshops	Wed 10/11/06	Mon 10/30/06
67	8.5.1.9 Distribute Order Forms to Districts	Tue 10/31/06	Tue 10/31/06
68	8.5.1.10 Ordering Workshop Completes	Tue 10/31/06	Tue 10/31/06
69	**8.5.2 Pre-test Workshops**	**Tue 10/31/06**	**Mon 4/2/07**
70	8.5.2.1 Pre-test Workshops Begun	Tue 10/31/06	Tue 10/31/06
71	8.5.2.2 Plan for web cast/video conferencing	Wed 11/1/06	Thu 11/30/06
72	8.5.2.3 Arrange for webcasts	Fri 12/1/06	Fri 12/8/06
73	8.5.2.4 Draft Cover Letter and Registration Form	Wed 11/1/06	Tue 11/7/06
74	8.5.2.5 Develop workshop outline	Wed 11/8/06	Thu 11/23/06
75	8.5.2.6 CDE reviews final version	Fri 11/24/06	Fri 12/1/06
76	8.5.2.7 Produce workshop slides, handouts, and videos	Mon 12/4/06	Tue 12/26/06
77	8.5.2.8 CDE reviews final version of slides, handouts, and videos	Wed 12/27/06	Fri 1/5/07
78	8.5.2.9 Develop pre-test video scripts	Wed 11/1/06	Wed 11/29/06
79	8.5.2.10 CDE approves script	Thu 11/30/06	Thu 12/14/06
80	8.5.2.11 Produce 2-part training video	Fri 12/15/06	Thu 1/25/07
81	8.5.2.12 CDE reviews training video	Fri 1/26/07	Mon 2/5/07
82	8.5.2.13 Make corrections to video	Tue 2/6/07	Tue 2/13/07
83	8.5.2.14 Distribute training video	Fri 3/16/07	Mon 4/2/07
84	8.5.2.15 Pre-test administration webcast	Wed 2/14/07	Wed 2/14/07
85	8.5.2.16 Deliver Pre-test workshops	Thu 2/15/07	Wed 3/14/07
86	8.5.2.17 Pre-test Workshop Complete	Mon 4/2/07	Mon 4/2/07
87		**Fri 5/5/06**	**Thu 8/30/07**
88	**8.5.3.1 Post-Test Training Manual**	**Fri 5/5/06**	**Fri 9/1/06**
89	8.5.3.1.1 Post-Test Admin begun	Fri 5/5/06	Fri 5/5/06
90	8.5.3.1.2 Write/revise post-test manual	Mon 5/8/06	Mon 5/29/06
91	8.5.3.1.3 CDE reviews/approves post-test training manual	Tue 5/30/06	Thu 6/29/06
92	8.5.3.1.4 Publish post-test training manual	Fri 6/30/06	Fri 7/28/06
93	8.5.3.1.5 Deliver post-test workshops	Thu 8/17/06	Wed 8/30/06
94	8.5.3.1.6 Distribute post-test training manuals to DCs, not attending w. shops	Thu 8/31/06	Fri 9/1/06
95	**8.5.3.2 Develop Workshop Materials**	**Tue 5/30/06**	**Wed 6/21/06**
96	8.5.3.2.1 Draft cover letter and registration form	Tue 5/30/06	Tue 6/6/06
97	8.5.3.2.2 Develop Workshop outline	Wed 6/7/06	Wed 6/14/06
98	8.5.3.2.3 CDE approves cover letter and registration form	Wed 6/7/06	Tue 6/13/06
99	8.5.3.2.4 CDE Approves Workshop Outline	Thu 6/15/06	Wed 6/21/06
100	8.5.3.2.5 Mail Cover leters and Registration forms	Wed 6/14/06	Tue 6/20/06

ID	Task Name	Start	Finish
101	**8.5.3.3 Workshop schedule**	**Wed 6/21/06**	**Thu 8/30/07**
102	8.5.3.3.1 Schedule webcast	Wed 6/21/06	Wed 6/21/06
103	8.5.3.3.2 Post-test workshop in Sacramento	Fri 8/17/07	Fri 8/17/07
104	8.5.3.3.3 Post-test workshop in San Jose	Fri 8/17/07	Fri 8/17/07
105	8.5.3.3.4 Post-test workshop in Bakersfield	Thu 8/23/07	Thu 8/23/07
106	8.5.3.3.5 San Diego webcast	Wed 8/22/07	Wed 8/22/07
107	8.5.3.3.6 Post-test workshop in San Diego	Wed 8/22/07	Wed 8/22/07
108	8.5.3.3.7 Post-test workshop at LACOE	Thu 8/30/07	Thu 8/30/07
109	8.5.3.3.8 Post-Test Workshops Complete	Thu 8/30/07	Thu 8/30/07
110	**8.6 Web Communication**	**Thu 6/15/06**	**Wed 1/3/07**
111	**8.6.1 Website**	**Thu 6/15/06**	**Wed 1/3/07**
112	8.6.1.1 Website work Begun	Thu 6/15/06	Thu 6/15/06
113	8.6.1.2 Get CDE approval for requirements changes/corrections-July release	Thu 6/15/06	Thu 6/22/06
114	8.6.1.3 SRT Makes Approved Changes for July Release	Fri 6/23/06	Wed 8/30/06
115	8.6.1.4 Open District Calendering	Thu 8/31/06	Thu 8/31/06
116	8.6.1.5 Get CDE approval of order requirements changes-Oct. release	Fri 9/1/06	Tue 9/12/06
117	8.6.1.6 SRT makes approved changes for Oct release	Wed 9/13/06	Tue 1/2/07
118	8.6.1.7 SRT Release new ordering capability with Oct release	Wed 1/3/07	Wed 1/3/07
119	8.6.1.8 Website Work Complete	Wed 1/3/07	Wed 1/3/07
120	**8.7 California Reading Lists for the CSTs**	**Thu 6/1/06**	**Thu 6/1/06**
121	**8.7.1 California Reading List**	**Thu 6/1/06**	**Thu 6/1/06**
122	8.7.1.1 Conversion tables completed	Thu 6/1/06	Thu 6/1/06
123	**8.8 Released Test Questions**	**Fri 3/3/06**	**Tue 9/12/06**
124	**8.8.1 Released Test Questions**	**Fri 3/3/06**	**Tue 9/12/06**
125	8.8.1.1 RTW Work Begun	Fri 3/3/06	Fri 3/3/06
126	8.8.1.2 Review and Select Test Questions	Tue 4/11/06	Fri 4/14/06
127	8.8.1.3 CDE reviews initial set of math items at ARP meeting	Fri 4/14/06	Fri 4/14/06
128	**8.8.1.4 ELA RTQ APPROVAL PROCESS**	**Mon 4/17/06**	**Fri 8/25/06**
129	8.8.1.4.1 TD sends initial set of ELA items to CDE for review	Mon 4/17/06	Fri 5/19/06
130	8.8.1.4.2 CDE Reviews ELA Items	Mon 5/22/06	Thu 6/1/06
131	8.8.1.4.3 TD sends final set of ELA items to CDE for review	Fri 6/2/06	Thu 6/8/06
132	8.8.1.4.4 CDE Reviews ELA Items	Fri 6/9/06	Thu 6/15/06
133	8.8.1.4.5 Final ELA lasers sent to CDE for review	Fri 6/16/06	Wed 7/19/06
134	8.8.1.4.6 CDE Reviews ELA Lasers	Thu 7/20/06	Tue 8/1/06
135	8.8.1.4.7 Final ELA PDF's sent to CDE	Wed 8/2/06	Mon 8/21/06
136	8.8.1.4.8 CDE Reviews ELA PDFs	Tue 8/22/06	Fri 8/25/06
137	**8.8.1.5 Sceince RTQ APPROVAL PROCESS**	**Thu 4/13/06**	**Wed 8/23/06**
138	8.8.1.5.1 TD sends science items to CDE for review	Thu 4/13/06	Mon 5/15/06
139	8.8.1.5.2 CDE Reviews Science Items	Tue 5/16/06	Fri 5/26/06
140	8.8.1.5.3 TD sends science items to CDE for review	Mon 5/29/06	Fri 6/16/06
141	8.8.1.5.4 CDE Reviews Science Items	Mon 6/19/06	Fri 6/30/06
142	8.8.1.5.5 Final science lasers sent to CDE for review	Mon 7/3/06	Thu 7/13/06
143	8.8.1.5.6 CDE Reviews Science Lasers	Fri 7/14/06	Wed 7/26/06
144	8.8.1.5.7 Final Science PDF's sent to CDE	Thu 7/27/06	Thu 8/17/06
145	8.8.1.5.8 CDE Reviews Science PDFs	Fri 8/18/06	Wed 8/23/06
146	**8.8.1.6 History RTQ APPROVAL PROCESS**	**Thu 4/13/06**	**Thu 8/17/06**
147	8.8.1.6.1 TD sends history/ss items to CDE for review	Thu 4/13/06	Thu 5/11/06
148	8.8.1.6.2 CDE Reviews History Items	Fri 5/12/06	Tue 5/23/06
149	8.8.1.6.3 TD sends final set of history/ss items to CDE for review	Wed 5/24/06	Tue 6/6/06
150	8.8.1.6.4 CDE Reviews History Items	Wed 6/7/06	Tue 6/20/06
151	8.8.1.6.5 Final history/ss lasers to CDE for review	Wed 6/21/06	Thu 7/13/06

ID	Task Name	Start	Finish
152	8.8.1.6.6 CDE Reviews History & SS Lasers	Fri 7/14/06	Wed 7/26/06
153	8.8.1.6.7 Final history/ss PDF's sent to CDE	Thu 7/27/06	Thu 8/10/06
154	8.8.1.6.8 CDE Reviews History & SS PDFs	Fri 8/11/06	Thu 8/17/06
155	**8.8.1.7 Math RTQ APPROVAL PROCESS**	**Mon 4/17/06**	**Fri 8/11/06**
156	8.8.1.7.1 TD sends final set of math items to CDE for review	Mon 4/17/06	Mon 5/8/06
157	8.8.1.7.2 CDE Reviews Math Items	Tue 5/9/06	Wed 5/17/06
158	8.8.1.7.3 TD sends final set of Math Items to CDE for review	Thu 5/18/06	Thu 6/1/06
159	8.8.1.7.4 CDE Reviews Revised Math Items	Fri 6/2/06	Fri 6/16/06
160	8.8.1.7.5 Final math lasers sent to CDE for review	Mon 6/19/06	Tue 7/11/06
161	8.8.1.7.6 CDE Reviews Math Lasers	Wed 7/12/06	Mon 7/24/06
162	8.8.1.7.7 Final math PDF's sent to CDE	Tue 7/25/06	Mon 8/7/06
163	8.8.1.7.8 CDE Reviews Math PDFs	Tue 8/8/06	Fri 8/11/06
164	8.8.1.8 RTQ's posted on website	Mon 8/28/06	Tue 9/12/06
165	8.8.1.9 RTQ Complete	Tue 9/12/06	Tue 9/12/06
166	**8.9 Communicating Proficient Scores**	**Tue 1/3/06**	**Mon 1/23/06**
167	**8.9.1 Communicating Proficient Scores Plan**	**Tue 1/3/06**	**Mon 1/23/06**
168	8.9.1.1 Submit Communicating Proficient Scores Plan for CDE and SBE review	Tue 1/3/06	Tue 1/3/06
169	8.9.1.2 Revise Communicating Proficient Scores Plan	Tue 1/3/06	Mon 1/16/06
170	8.9.1.3 Distribute final Communicating Proficient Scores Plan	Tue 1/17/06	Mon 1/23/06
171	**8.10 Communication with School Districts**	**Tue 1/3/06**	**Mon 1/16/06**
172	**8.10.1 Communicating with School Districts Plan**	**Tue 1/3/06**	**Mon 1/16/06**
173	8.10.1.1 Submit Communicating with School Districts Plan for CDE and SBE review	Tue 1/3/06	Tue 1/3/06
174	8.10.1.2 Revise Communicating with School Districts Plan	Tue 1/3/06	Mon 1/16/06
175	**9 Test Security Measures (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.3)**	**Tue 1/3/06**	**Fri 10/5/07**
176	**9.1 Test Security**	**Tue 1/3/06**	**Mon 2/6/06**
177	9.1.1 Submit Test Security plan to CDE	Tue 1/3/06	Tue 1/3/06
178	9.1.2 CDE reviews Test Security	Tue 1/3/06	Mon 1/16/06
179	9.1.3 Revise Test Security	Tue 1/17/06	Mon 1/30/06
180	9.1.4 CDE approves Test Security	Tue 1/31/06	Mon 2/6/06
181	**9.2 Security Breach**	**Thu 2/1/07**	**Fri 10/5/07**
182	**9.2.1 Summary Report**	**Thu 8/2/07**	**Thu 8/30/07**
183	9.2.1.1 Develop Summary Report	Thu 8/2/07	Wed 8/29/07
184	9.2.1.2 Provide Summary Report to CDE	Thu 8/30/07	Thu 8/30/07
185	**9.2.2 Test Administration**	**Thu 2/1/07**	**Fri 10/5/07**
186	**9.2.2.1 Security Audit**	**Thu 2/1/07**	**Thu 9/27/07**
187	9.2.2.1.1 Security Audits begin	Thu 2/1/07	Thu 2/1/07
188	9.2.2.1.2 Pre-testing visits	Thu 2/1/07	Wed 3/28/07
189	9.2.2.1.3 Administration visits	Tue 3/20/07	Mon 7/9/07
190	9.2.2.1.4 Post test visits	Tue 3/20/07	Mon 7/23/07
191	9.2.2.1.5 Develop Security Materials Discrepancy Report	Tue 7/24/07	Mon 7/30/07
192	9.2.2.1.6 Security Materials Discrepancy Report due	Thu 9/27/07	Thu 9/27/07
193	9.2.2.1.7 Security Audits End	Thu 9/27/07	Thu 9/27/07
194	**9.2.2.2 Investigation Report**	**Fri 9/28/07**	**Fri 10/5/07**
195	9.2.2.2.1 Develop Investigation Report	Fri 9/28/07	Thu 10/4/07
196	9.2.2.2.2 Provide Investigation report to CDE	Fri 10/5/07	Fri 10/5/07
197	**10 Norm-referenced Test (NRT) (SECTION 3.4)**	**Tue 1/3/06**	**Mon 12/31/07**
198	**10.1 Company Representative Contact Information**	**Tue 1/3/06**	**Tue 1/3/06**
199	10.1.1 Document Company Representative Contact Information	Tue 1/3/06	Tue 1/3/06
200	10.1.2 Provide Company Representative Contact Information	Tue 1/3/06	Tue 1/3/06
201	**10.2 Provide copies of NRT to SPAR Review Panel**	**Tue 1/3/06**	**Mon 12/31/07**

ID	Task Name	Start	Finish
202	10.2.1 Submit replacement items as needed	Tue 1/3/06	Mon 12/31/07
203	**10.3 Technical Manual**	**Tue 1/3/06**	**Tue 1/3/06**
204	10.3.1 Provide Technical Manual	Tue 1/3/06	Tue 1/3/06
205	**11 Electronic Item Bank, Data Management, and Documentation (CSTs, CAPA, NAA, and STS) (SECTION 3.5)**	**Tue 1/3/06**	**Mon 12/31/07**
206	**11.1 Item Bank**	**Tue 1/3/06**	**Mon 12/31/07**
207	**11.1.1 Item Requirements**	**Tue 1/3/06**	**Mon 1/16/06**
208	11.1.1.1 Provide Item Requirements	Tue 1/3/06	Tue 1/3/06
209	11.1.1.2 CDE Reviews and approves Item Requirements	Tue 1/3/06	Mon 1/16/06
210	**11.1.2 Technical Standards**	**Tue 1/3/06**	**Tue 1/31/06**
211	11.1.2.1 Establish Technical Standards	Tue 1/3/06	Tue 1/3/06
212	11.1.2.2 Document Technical Standards	Wed 1/4/06	Tue 1/24/06
213	11.1.2.3 Provide Technical Standards Document	Wed 1/25/06	Tue 1/31/06
214	**11.1.3 Item Bank Update and Delivery Schedule**	**Tue 1/3/06**	**Mon 12/31/07**
215	11.1.3.1 Monthly Updates to CDE	Tue 1/3/06	Mon 12/31/07
216	**11.1.4 Electronic Item Database Updates**	**Fri 7/20/07**	**Fri 9/14/07**
217	11.1.4.1 Start Database updates for New Items	Fri 7/20/07	Fri 7/20/07
218	11.1.4.2 R&D Does QC on Stat Analysis Files	Mon 7/23/07	Tue 8/7/07
219	11.1.4.3 R&D Transfers Stat Analysis Files	Mon 7/23/07	Mon 7/23/07
220	11.1.4.4 SRT Updates database with ELA items	Tue 7/24/07	Tue 7/31/07
221	11.1.4.5 SRT Updates database with new HSS items as developed and reviewed	Tue 7/24/07	Tue 7/31/07
222	11.1.4.6 SRT Updates database with science items	Tue 7/24/07	Tue 7/31/07
223	11.1.4.7 SRT Updates database with math items	Tue 7/24/07	Tue 7/31/07
224	11.1.4.8 Content reviews item cards	Wed 7/25/07	Fri 8/10/07
225	11.1.4.9 Editorial reviews/QC's item cards and database	Mon 7/23/07	Fri 9/14/07
226	11.1.4.10 Database Updates for New Items Complete	Fri 9/14/07	Fri 9/14/07
227	**11.1.5 Quality Control Procedures**	**Tue 2/14/06**	**Mon 2/20/06**
228	11.1.5.1 Document Quality Control Procedures	Tue 2/14/06	Mon 2/20/06
229	11.1.5.2 Provide Quality Control Procedures Document	Mon 2/20/06	Mon 2/20/06
230	**11.1.6 Summary Reports**	**Tue 1/3/06**	**Mon 12/31/07**
231	11.1.6.1 Provide Summary Reports	Tue 1/3/06	Mon 12/31/07
232	**11.1.7 Year-End Data Delivery**	**Tue 1/3/06**	**Mon 12/31/07**
233	11.1.7.1 Deliver Database with Item Bank Data and files	Tue 1/3/06	Mon 12/31/07
234	11.1.7.2 Deliver complete version of stand-alone Item bank	Tue 1/3/06	Mon 12/31/07
235	11.1.7.3 Deliver Item Bank Documentation	Tue 1/3/06	Mon 12/31/07
236	**11.1.8 Item Bank Product Licenses**	**Tue 1/3/06**	**Wed 1/4/06**
237	11.1.8.1 Provide Product Licenses for Item Bank Application	Tue 1/3/06	Wed 1/4/06
238	**11.1.9 Installation**	**Tue 1/3/06**	**Wed 1/4/06**
239	11.1.9.1 Confirm Application is installed	Tue 1/3/06	Wed 1/4/06
240	**11.1.10 Item Bank Security**	**Tue 1/3/06**	**Mon 12/31/07**
241	11.1.10.1 Document Item Bank Security	Tue 1/3/06	Tue 1/3/06
242	11.1.10.2 Maintain Item Bank Security	Tue 1/3/06	Mon 12/31/07
243	**11.2 Documentation**	**Tue 1/3/06**	**Mon 12/31/07**
244	**11.2.1 Data Dictionaries**	**Tue 1/3/06**	**Mon 12/31/07**
245	11.2.1.1 Maintain	Tue 1/3/06	Mon 12/31/07
246	11.2.1.2 Submit to CDE for review	Tue 1/3/06	Tue 1/3/06
247	**12 Item and Task Development (CSTs, CAPA, NAA, and STS) (SECTION 3.6)**	**Tue 1/3/06**	**Fri 12/28/07**
248	**12.1 Overall CST, CAPA, NAA, and STS Item Development**	**Tue 1/3/06**	**Wed 5/31/06**
249	12.1.1 ELA Item Development	Tue 1/3/06	Wed 5/31/06
250	12.1.2 ELA Passage Development Copyright	Tue 1/3/06	Wed 5/31/06
251	12.1.3 ELA Passage Copyright Permissions	Tue 1/3/06	Wed 5/31/06

ID	Task Name	Start	Finish
252	12.1.4 ELA OE Development	Tue 1/3/06	Wed 5/31/06
253	12.1.5 Math Item Development	Tue 1/3/06	Wed 5/31/06
254	12.1.6 Science Item Development	Tue 1/3/06	Wed 5/31/06
255	12.1.7 History & Social Studies item Development	Tue 1/3/06	Wed 5/31/06
256	**12.2 Test Specifications**	**Tue 1/3/06**	**Tue 2/7/06**
257	12.2.1 Review Test Specifications	Tue 1/3/06	Mon 1/16/06
258	12.2.2 Revise Test Specifications	Tue 1/17/06	Mon 2/6/06
259	12.2.3 Submit Test Specifications to CDE	Tue 2/7/06	Tue 2/7/06
260	**12.3 Item Utilization Plan**	**Tue 1/3/06**	**Fri 12/28/07**
261	12.3.1 Submit Plan for approval to CDE and SBE	Tue 1/3/06	Mon 1/9/06
262	12.3.2 Submit update every 6 months	Tue 1/10/06	Fri 12/28/07
263	**12.4 Reporting Cluster Reliability**	**Tue 1/3/06**	**Thu 1/5/06**
264	12.4.1 Document Reporting Cluster Reliability Plan	Tue 1/3/06	Wed 1/4/06
265	12.4.2 Submit Reporting Cluster Reliability Plan for review	Thu 1/5/06	Thu 1/5/06
266	**12.5 Item and Task Writing for the CSTs, CAPA, NAA, and STS**	**Tue 1/3/06**	**Wed 4/5/06**
267	**12.5.1 Item/Task Writing Meetings**	**Tue 1/3/06**	**Wed 4/5/06**
268	**12.5.1.1 CST, STS Item Writer Training**	**Tue 1/3/06**	**Wed 1/25/06**
269	12.5.1.1.1 Develop training materials	Tue 1/3/06	Mon 1/9/06
270	12.5.1.1.2 Train item writer consultants	Tue 1/10/06	Fri 1/20/06
271	12.5.1.1.3 Conduct 2-day Workshop in California	Mon 1/23/06	Wed 1/25/06
272	**12.5.1.2 CAPA Item Writing**	**Tue 4/4/06**	**Wed 4/5/06**
273	12.5.1.2.1 Develop CAPA Item Cards	Tue 4/4/06	Wed 4/5/06
274	**12.6 CDE Review**	**Mon 2/27/06**	**Fri 6/16/06**
275	**12.6.1 New Item Review ELA CST**	**Mon 2/27/06**	**Fri 3/31/06**
276	12.6.1.1 Post CST ELA New Items – Grades 2, 3, 4	Mon 2/27/06	Mon 2/27/06
277	12.6.1.2 CDE Reviews Items	Tue 2/28/06	Fri 3/10/06
278	12.6.1.3 Post CST ELA New Items – Grades 5, 6	Mon 3/6/06	Mon 3/6/06
279	12.6.1.4 CDE Reviews Items	Tue 3/7/06	Fri 3/17/06
280	12.6.1.5 Post CST ELA New Items – Grades 7, 8	Mon 3/13/06	Mon 3/13/06
281	12.6.1.6 CDE Reviews Items	Tue 3/14/06	Fri 3/24/06
282	12.6.1.7 Post CST ELA New Items – Grades 9, 10, 11	Mon 3/20/06	Mon 3/20/06
283	12.6.1.8 CDE Reviews Items	Tue 3/21/06	Fri 3/31/06
284	**12.6.2 New Item Review NAA ELA**	**Mon 5/1/06**	**Fri 5/26/06**
285	12.6.2.1 Post NAA ELA New/Repurposed Items – Grades 2, 3, 4, 5	Mon 5/1/06	Mon 5/1/06
286	12.6.2.2 CDE Reviews Items	Tue 5/2/06	Fri 5/12/06
287	12.6.2.3 Post NAA ELA Repurposed Items – Grades 6, 7, 8	Mon 5/8/06	Mon 5/8/06
288	12.6.2.4 CDE Reviews Items	Tue 5/9/06	Fri 5/19/06
289	12.6.2.5 Post NAA ELA Repurposed Items – Grades 9, 10, 11	Mon 5/15/06	Mon 5/15/06
290	12.6.2.6 CDE Reviews Items	Tue 5/16/06	Fri 5/26/06
291	**12.6.3 New Item Review STS Reading LA**	**Mon 5/29/06**	**Fri 6/16/06**
292	12.6.3.1 Post STS LA New Items – Grades 2, 3, 4	Mon 5/29/06	Mon 5/29/06
293	12.6.3.2 CDE Reviews Items	Tue 5/30/06	Fri 6/9/06
294	12.6.3.3 Post STS LA New Items – Grades 5, 6, 7	Mon 6/5/06	Mon 6/5/06
295	12.6.3.4 CDE Reviews Items	Tue 6/6/06	Fri 6/16/06
296	**12.6.4 New Item Review Math CST**	**Mon 3/6/06**	**Fri 4/7/06**
297	12.6.4.1 Post CST Math New Items – Grades 2, 3, 4	Mon 3/6/06	Mon 3/6/06
298	12.6.4.2 CDE Reviews Items	Tue 3/7/06	Fri 3/17/06
299	12.6.4.3 Post CST Math New Items – Grades 5, 6, 7	Mon 3/13/06	Mon 3/13/06
300	12.6.4.4 CDE Reviews Items	Tue 3/14/06	Fri 3/24/06
301	12.6.4.5 Post CST Math New Items – Algebra I, Algebra II	Mon 3/20/06	Mon 3/20/06
302	12.6.4.6 CDE Reviews Items	Tue 3/21/06	Fri 3/31/06
303	12.6.4.7 Post CST Math New Items – Geometry, HS Math	Mon 3/27/06	Mon 3/27/06

ID	Task Name	Start	Finish
304	12.6.4.8 CDE Reviews Items	Tue 3/28/06	Fri 4/7/06
305	**12.6.5 New Item Review Math NAA**	**Mon 5/1/06**	**Fri 5/26/06**
306	12.6.5.1 Post NAA Math New/Repurposed Items – Grades 2, 3, 4, 5	Mon 5/1/06	Mon 5/1/06
307	12.6.5.2 CDE Reviews Items	Tue 5/2/06	Fri 5/12/06
308	12.6.5.3 Post NAA Math Repurposed Items – Grades 6, 7, 8	Mon 5/8/06	Mon 5/8/06
309	12.6.5.4 CDE Reviews Items	Tue 5/9/06	Fri 5/19/06
310	12.6.5.5 Post NAA Math Repurposed Items – Grades 9, 10, 11	Mon 5/15/06	Mon 5/15/06
311	12.6.5.6 CDE Reviews Items	Tue 5/16/06	Fri 5/26/06
312	**12.6.6 New Item Review Math STS**	**Mon 6/5/06**	**Fri 6/16/06**
313	12.6.6.1 Post STS Math New Items – Grades 2, 3, 4	Mon 6/5/06	Mon 6/5/06
314	12.6.6.2 CDE Reviews Items	Tue 6/6/06	Fri 6/16/06
315	12.6.6.3 Post STS Math New Items – Grades 5, 6, 7	Mon 6/5/06	Mon 6/5/06
316	12.6.6.4 CDE Reviews Items	Tue 6/6/06	Fri 6/16/06
317	**12.6.7 New Item Review-CAPA**	**Tue 4/25/06**	**Fri 5/5/06**
318	12.6.7.1 Post CAPA New Items/Tasks	Tue 4/25/06	Tue 4/25/06
319	12.6.7.2 CDE Reviews Items	Wed 4/26/06	Fri 5/5/06
320	**12.6.8 New Item Review-Science CST**	**Mon 2/27/06**	**Fri 3/24/06**
321	12.6.8.1 Post CST Science New Items – Grades 5, 8	Mon 2/27/06	Mon 2/27/06
322	12.6.8.2 CDE Reviews Items	Tue 2/28/06	Fri 3/10/06
323	12.6.8.3 Post CST Science New Items – Grade 10, Biology	Mon 3/6/06	Mon 3/6/06
324	12.6.8.4 CDE Reviews Items	Tue 3/7/06	Fri 3/17/06
325	12.6.8.5 Post CST Science New Items – Earth Science, Chemistry, Physics	Mon 3/13/06	Mon 3/13/06
326	12.6.8.6 CDE Reviews Items	Tue 3/14/06	Fri 3/24/06
327	**12.6.9 New Item Review Science NAA**	**Mon 5/8/06**	**Fri 5/19/06**
328	12.6.9.1 Post NAA Science New Items – Grades 5, 8, 10	Mon 5/8/06	Mon 5/8/06
329	12.6.9.2 CDE Reviews Items	Tue 5/9/06	Fri 5/19/06
330	**12.6.10 New Item Review-History Social Science**	**Mon 5/8/06**	**Fri 6/2/06**
331	12.6.10.1 Post CST History/SS New Items – Grade 8	Mon 5/8/06	Mon 5/8/06
332	12.6.10.2 CDE Reviews Items	Tue 5/9/06	Fri 5/19/06
333	12.6.10.3 Post CST History/SS New Items – Grade 10	Mon 5/15/06	Mon 5/15/06
334	12.6.10.4 CDE Reviews Items	Tue 5/16/06	Fri 5/26/06
335	12.6.10.5 Post CST History/SS New Items – Grade 11	Mon 5/22/06	Mon 5/22/06
336	12.6.10.6 CDE Reviews Items	Tue 5/23/06	Fri 6/2/06
337	**12.7 External Item and Task Reviews**	**Tue 1/3/06**	**Thu 8/17/06**
338	**12.7.1 Assessment Review Panel Meetings (admin)**	**Tue 1/3/06**	**Thu 8/10/06**
339	12.7.1.1 Assessment Review Panel Prep Work Begun	Tue 1/3/06	Tue 1/3/06
340	12.7.1.2 Develop invitation letter for ARP meetings	Tue 1/3/06	Mon 2/27/06
341	12.7.1.3 Submit invitation letter to CDE for approval	Tue 1/3/06	Mon 2/27/06
342	12.7.1.4 CDE reviews/approves letter	Tue 1/3/06	Mon 2/27/06
343	12.7.1.5 PM sends invitation letter/email/confirmation request and reg. Information	Tue 1/3/06	Mon 2/27/06
344	12.7.1.6 Assessment Review Panel Prep Complete	Mon 2/27/06	Mon 2/27/06
345	**12.7.1.7 Hold/Prepare for Assessment Review Panel Meetings**	**Mon 2/27/06**	**Thu 8/10/06**
346	12.7.1.7.1 Assessment Panel Milestones Can Begin	Mon 2/27/06	Mon 2/27/06
347	12.7.1.7.2 Content Development/Preparation for ARP meetings	Tue 2/28/06	Thu 6/29/06
348	12.7.1.7.3 ARP ELA reviews new CST items	Tue 4/25/06	Fri 4/28/06
349	12.7.1.7.4 ARP Mathematics reviews new CST items	Tue 4/25/06	Fri 4/28/06
350	12.7.1.7.5 ARP Science reviews new CST Science items	Tue 4/11/06	Fri 4/14/06
351	12.7.1.7.6 ARP reviews CAPA	Tue 5/16/06	Thu 5/18/06
352	12.7.1.7.7 ARP reviews NAA (new items and reporting categories)	Tue 6/20/06	Thu 6/22/06
353	12.7.1.7.8 ARP History/SS reviews new CST items	Tue 6/27/06	Fri 6/30/06
354	12.7.1.7.9 ARP STS reviews new items	Tue 7/11/06	Fri 7/14/06

ID	Task Name	Start	Finish
355	12.7.1.7.10 ARP ELA reviews CST stats and RTQs	Tue 7/25/06	Thu 7/27/06
356	12.7.1.7.11 ARP Math reviews CST stats and RTQs	Wed 7/26/06	Fri 7/28/06
357	12.7.1.7.12 ARP Science reviews CST stats and RTQs	Wed 7/19/06	Fri 7/21/06
358	12.7.1.7.13 ARP History/SS reviews CST stats and RTQs	Mon 7/17/06	Wed 7/19/06
359	12.7.1.7.14 ARP STS review	Tue 8/8/06	Thu 8/10/06
360	12.7.1.7.15 ARP NAA review	Tue 8/1/06	Fri 8/4/06
361	12.7.1.7.16 Assessment Panel Milestones Complete	Fri 8/4/06	Fri 8/4/06
362	**12.7.2 SPAR Meetings admin**	**Tue 1/3/06**	**Thu 8/17/06**
363	12.7.2.1 SPAR Review Begun	Tue 1/3/06	Tue 1/3/06
364	12.7.2.2 SPAR reviews science, ELA	Wed 5/17/06	Thu 5/18/06
365	12.7.2.3 SPAR reviews mathematics, history-social science	Wed 8/16/06	Thu 8/17/06
366	12.7.2.4 SPAR Reviews Complete	Thu 8/17/06	Thu 8/17/06
367	**12.8 Field Testing**	**Tue 1/3/06**	**Thu 12/27/07**
368	**12.8.1 Develop Field Test Sets**	**Tue 1/3/06**	**Fri 9/15/06**
369	12.8.1.1 Develop field test design and submit for CDE review	Tue 1/3/06	Mon 1/16/06
370	12.8.1.2 CDE reviews and approves FT design plan	Tue 1/17/06	Tue 1/17/06
371	**12.8.1.3 CST Science Field Test Sets**	**Mon 5/15/06**	**Mon 7/17/06**
372	12.8.1.3.1 Develop and post CST Science Draft FT Sets – Grades 5, 8	Mon 5/15/06	Mon 5/15/06
373	12.8.1.3.2 CDE Reviews	Tue 5/16/06	Fri 5/26/06
374	12.8.1.3.3 Post final CST Science FT Sets – Grades 5, 8	Mon 6/26/06	Mon 6/26/06
375	12.8.1.3.4 Develop and post CST Science Draft FT Sets – Grade 10, Biology	Mon 5/22/06	Mon 5/22/06
376	12.8.1.3.5 CDE Reviews	Tue 5/23/06	Fri 6/2/06
377	12.8.1.3.6 Post final CST Science FT Sets – Grade 10, Biology	Mon 7/3/06	Mon 7/3/06
378	12.8.1.3.7 Develop and post CST Science Draft FT Sets – Earth Science	Mon 5/29/06	Mon 5/29/06
379	12.8.1.3.8 CDE Reviews	Tue 5/30/06	Fri 6/9/06
380	12.8.1.3.9 Post final CST Science Final FT Sets – Earth Science	Mon 7/10/06	Mon 7/10/06
381	12.8.1.3.10 Develop and post CST Science Draft FT Sets – Chemistry, Physics	Mon 6/5/06	Mon 6/5/06
382	12.8.1.3.11 CDE Reviews	Tue 6/6/06	Fri 6/16/06
383	12.8.1.3.12 Post final CST Science FT Sets – Chemistry, Physics	Mon 7/17/06	Mon 7/17/06
384	**12.8.1.4 NAA Science Field Test Sets**	**Mon 7/10/06**	**Mon 8/14/06**
385	12.8.1.4.1 Develop and post NAA Science Draft FT Sets – Grades 5, 8, 10	Mon 7/10/06	Mon 7/10/06
386	12.8.1.4.2 CDE Reviews	Tue 7/11/06	Fri 7/21/06
387	12.8.1.4.3 Post final NAA Science Final FT Sets – Grades 5, 8, 10	Mon 8/14/06	Mon 8/14/06
388	**12.8.1.5 ELA CST Field Test Sets**	**Mon 5/29/06**	**Fri 8/11/06**
389	12.8.1.5.1 Develop and post CST ELA Draft FT Sets – Grades 2, 3, 4	Mon 5/29/06	Mon 5/29/06
390	12.8.1.5.2 CDE Review	Tue 5/30/06	Fri 6/9/06
391	12.8.1.5.3 Post final CST ELA FT Sets – Grades 2, 3, 4	Mon 7/10/06	Mon 7/10/06
392	12.8.1.5.4 CDE Reviews	Tue 7/11/06	Fri 7/21/06
393	12.8.1.5.5 Develop and post CST ELA Draft FT Sets – Grades 5, 6	Mon 6/5/06	Mon 6/5/06
394	12.8.1.5.6 CDE reviews	Tue 6/6/06	Fri 6/16/06
395	12.8.1.5.7 Post final CST ELA FT Sets – Grades 5, 6	Mon 7/17/06	Mon 7/17/06
396	12.8.1.5.8 CDE Reviews	Tue 7/18/06	Fri 7/28/06
397	12.8.1.5.9 Develop and post CST ELA Draft FT Sets – Grades 7, 8	Mon 6/12/06	Mon 6/12/06
398	12.8.1.5.10 CDE reviews	Tue 6/13/06	Fri 6/23/06
399	12.8.1.5.11 Post final CST ELA FT Sets – Grades 7, 8	Mon 7/24/06	Mon 7/24/06
400	12.8.1.5.12 CDE Reviews	Tue 7/25/06	Fri 8/4/06
401	12.8.1.5.13 Develop and post CST ELA Draft FT Sets – Grades 9, 10, 11	Mon 6/19/06	Mon 6/19/06
402	12.8.1.5.14 CDE reviews	Tue 6/20/06	Fri 6/30/06
403	12.8.1.5.15 Post final CST ELA FT Sets – Grades 9, 10, 11	Mon 7/31/06	Mon 7/31/06
404	12.8.1.5.16 CDE Reviews	Tue 8/1/06	Fri 8/11/06

ID	Task Name	Start	Finish
405	**12.8.1.6 ELA NAA Field Test Sets**	**Mon 7/3/06**	**Fri 9/8/06**
406	12.8.1.6.1 Develop and post NAA ELA Draft FT Sets – Grades 2, 3, 4, 5	Mon 7/3/06	Mon 7/3/06
407	12.8.1.6.2 CDE reviews	Tue 7/4/06	Fri 7/14/06
408	12.8.1.6.3 Post final NAA ELA FT Sets – Grades 2, 3, 4, 5	Mon 8/14/06	Mon 8/14/06
409	12.8.1.6.4 CDE Reviews	Tue 8/15/06	Fri 8/25/06
410	12.8.1.6.5 Develop and post NAA ELA Draft FT Sets – Grades 6, 7, 8	Mon 7/10/06	Mon 7/10/06
411	12.8.1.6.6 CDE reviews	Tue 7/11/06	Fri 7/21/06
412	12.8.1.6.7 Post final NAA ELA FT Sets – Grades 6, 7, 8	Mon 8/21/06	Mon 8/21/06
413	12.8.1.6.8 CDE Reviews	Tue 8/22/06	Fri 9/1/06
414	12.8.1.6.9 Develop and post NAA ELA FT Sets – Grades 9, 10, 11	Mon 7/17/06	Mon 7/17/06
415	12.8.1.6.10 CDE reviews	Tue 7/18/06	Fri 7/28/06
416	12.8.1.6.11 Post final NAA ELA FT Sets – Grades 9, 10, 11	Mon 8/28/06	Mon 8/28/06
417	12.8.1.6.12 CDE Reviews	Tue 8/29/06	Fri 9/8/06
418	**12.8.1.7 STS Reading LA Field Test Sets**	**Mon 7/31/06**	**Fri 9/15/06**
419	12.8.1.7.1 Develop and post STS LA Draft FT Sets – Grades 2, 3, 4	Mon 7/31/06	Mon 7/31/06
420	12.8.1.7.2 CDE reviews	Tue 8/1/06	Fri 8/11/06
421	12.8.1.7.3 Post final STS LA FT Sets – Grades 2, 3, 4	Mon 8/28/06	Mon 8/28/06
422	12.8.1.7.4 CDE Reviews	Tue 8/29/06	Fri 9/8/06
423	12.8.1.7.5 Develop and post STS LA Draft FT Sets – Grades 5, 6, 7	Mon 8/7/06	Mon 8/7/06
424	12.8.1.7.6 CDE reviews	Tue 8/8/06	Fri 8/18/06
425	12.8.1.7.7 Post final STS LA Draft FT Sets – Grades 5, 6, 7	Mon 9/4/06	Mon 9/4/06
426	12.8.1.7.8 CDE Reviews	Tue 9/5/06	Fri 9/15/06
427	**12.8.1.8 CST Math Field Test Sets**	**Mon 5/29/06**	**Fri 8/11/06**
428	12.8.1.8.1 Develop and post CST Math Draft FT Sets – Grades 2, 3, 4	Mon 5/29/06	Mon 5/29/06
429	12.8.1.8.2 CDE Reviews	Tue 5/30/06	Fri 6/9/06
430	12.8.1.8.3 Post final CST Math FT Sets – Grades 2, 3, 4	Mon 7/10/06	Mon 7/10/06
431	12.8.1.8.4 CDE Reviews	Tue 7/11/06	Fri 7/21/06
432	12.8.1.8.5 Develop and post CST Math Draft FT Sets – Grades 5, 6, 7	Mon 6/5/06	Mon 6/5/06
433	12.8.1.8.6 CDE reviews	Tue 6/6/06	Fri 6/16/06
434	12.8.1.8.7 Post final CST Math FT Sets – Grades 5, 6, 7	Mon 7/17/06	Mon 7/17/06
435	12.8.1.8.8 CDE Reviews	Tue 7/18/06	Fri 7/28/06
436	12.8.1.8.9 Develop and post CST Math Draft FT Sets – Algebra I, Algebra II	Mon 6/12/06	Mon 6/12/06
437	12.8.1.8.10 CDE reviews	Tue 6/13/06	Fri 6/23/06
438	12.8.1.8.11 Post final CST Math FT Sets – Algebra I, Algebra II	Mon 7/24/06	Mon 7/24/06
439	12.8.1.8.12 CDE Reviews	Tue 7/25/06	Fri 8/4/06
440	12.8.1.8.13 Develop and post CST Math Draft FT Sets – Geometry, HS Math	Mon 6/19/06	Mon 6/19/06
441	12.8.1.8.14 CDE reviews	Tue 6/20/06	Fri 6/30/06
442	12.8.1.8.15 Post final CST Math FT Sets – Geometry, HS Math	Mon 7/31/06	Mon 7/31/06
443	12.8.1.8.16 CDE Reviews	Tue 8/1/06	Fri 8/11/06
444	**12.8.1.9 NAA Math Field Test Sets**	**Mon 7/3/06**	**Thu 9/7/06**
445	12.8.1.9.1 Develop and post NAA Math Draft FT Sets – Grades 2, 3, 4, 5	Mon 7/3/06	Mon 7/3/06
446	12.8.1.9.2 CDE reviews	Tue 7/4/06	Fri 7/14/06
447	12.8.1.9.3 Post final NAA Math FT Sets – Grades 2, 3, 4, 5	Mon 8/14/06	Mon 8/14/06
448	12.8.1.9.4 CDE Reviews	Tue 8/15/06	Fri 8/25/06
449	12.8.1.9.5 Develop and post NAA Math Draft FT Sets – Grades 6, 7, 8	Mon 7/10/06	Mon 7/10/06
450	12.8.1.9.6 CDE reviews	Tue 7/11/06	Fri 7/21/06
451	12.8.1.9.7 Post final NAA Math FT Sets – Grades 6, 7, 8	Mon 8/21/06	Mon 8/21/06
452	12.8.1.9.8 CDE Reviews	Tue 8/22/06	Fri 9/1/06
453	12.8.1.9.9 Develop and post NAA Math Draft FT Sets – Grades 9, 10, 11	Mon 7/17/06	Mon 7/17/06
454	12.8.1.9.10 CDE reviews	Tue 7/18/06	Fri 7/28/06
455	12.8.1.9.11 Post final NAA Math FT Sets – Grades 9, 10, 11	Mon 8/28/06	Mon 8/28/06

ID	Task Name	Start	Finish
456	12.8.1.9.12 CDE Reviews	Tue 8/29/06	Thu 9/7/06
457	**12.8.1.10 STS Math Field Test Sets**	**Mon 7/31/06**	**Fri 9/15/06**
458	12.8.1.10.1 Develop and post STS Math Draft FT Sets – Grades 2, 3, 4	Mon 7/31/06	Mon 7/31/06
459	12.8.1.10.2 CDE reviews	Tue 8/1/06	Fri 8/11/06
460	12.8.1.10.3 Post final STS Math FT Sets – Grades 2, 3, 4	Mon 8/28/06	Mon 8/28/06
461	12.8.1.10.4 CDE Reviews	Tue 8/29/06	Fri 9/8/06
462	12.8.1.10.5 Develop and post STS Math Draft FT Sets – Grades 5, 6, 7	Mon 8/7/06	Mon 8/7/06
463	12.8.1.10.6 CDE reviews	Tue 8/8/06	Fri 8/18/06
464	12.8.1.10.7 Post final STS Math FT Sets – Grades 5, 6, 7	Mon 9/4/06	Mon 9/4/06
465	12.8.1.10.8 CDE Reviews	Tue 9/5/06	Fri 9/15/06
466	**12.8.1.11 History/Social Science Field Test Sets**	**Mon 7/17/06**	**Mon 8/28/06**
467	12.8.1.11.1 Develop and post CST History/SS Draft FT Sets - Grade 8	Mon 7/17/06	Mon 7/17/06
468	12.8.1.11.2 CDE reviews	Tue 7/18/06	Fri 7/28/06
469	12.8.1.11.3 Post final CST History/SS Draft FT Sets - Grade 8	Tue 8/1/06	Tue 8/1/06
470	12.8.1.11.4 CDE Reviews	Wed 8/2/06	Mon 8/14/06
471	12.8.1.11.5 Develop and post CST History/SS Draft FT Sets - Grade 10	Mon 7/24/06	Mon 7/24/06
472	12.8.1.11.6 CDE reviews	Tue 7/25/06	Fri 8/4/06
473	12.8.1.11.7 Post final CST History/SS Draft FT Sets - Grade 10	Tue 8/8/06	Tue 8/8/06
474	12.8.1.11.8 CDE Reviews	Wed 8/9/06	Mon 8/21/06
475	12.8.1.11.9 Develop and post CST History/SS Draft FT Sets - Grade 11	Mon 7/24/06	Mon 7/24/06
476	12.8.1.11.10 CDE reviews	Tue 7/25/06	Fri 8/4/06
477	12.8.1.11.11 Post final CST History/SS Draft FT Sets - Grade 11	Tue 8/15/06	Tue 8/15/06
478	12.8.1.11.12 CDE Reviews	Wed 8/16/06	Mon 8/28/06
479	**12.8.1.12 CAPA Field Test Sets**	**Mon 6/19/06**	**Fri 8/18/06**
480	12.8.1.12.1 Develop and post CAPA Draft FT Sets	Mon 6/19/06	Mon 6/19/06
481	12.8.1.12.2 CDE reviews	Tue 6/20/06	Fri 6/30/06
482	12.8.1.12.3 Post final CAPA FT Sets	Mon 8/7/06	Mon 8/7/06
483	12.8.1.12.4 CDE Reviews	Tue 8/8/06	Fri 8/18/06
484	**12.8.2 Standards Setting**	**Tue 1/3/06**	**Thu 12/27/07**
485	**12.8.2.1 Standards Setting**	**Tue 1/3/06**	**Thu 12/27/07**
486	12.8.2.1.1 Standard Setting Begun	Wed 8/1/07	Wed 8/1/07
487	12.8.2.1.2 Recruit standards setting panel members	Thu 8/2/07	Wed 8/8/07
488	12.8.2.1.3 Arrange catering, meetings rooms, and travel	Thu 8/9/07	Wed 8/15/07
489	12.8.2.1.4 Develop invitations	Thu 8/16/07	Wed 9/5/07
490	12.8.2.1.5 CDE review invitations	Thu 9/6/07	Mon 9/24/07
491	12.8.2.1.6 Editorial makes changes	Tue 9/25/07	Mon 10/8/07
492	12.8.2.1.7 Send invitations to panel members	Tue 10/9/07	Wed 10/10/07
493	12.8.2.1.8 Standards setting meeting held in Sacrmento	Mon 10/29/07	Thu 11/1/07
494	12.8.2.1.9 Standards setting results compiled for CDE	Mon 11/5/07	Fri 11/30/07
495	12.8.2.1.10 CDE reviews Standards setting results	Mon 12/3/07	Fri 12/7/07
496	12.8.2.1.11 Prepare Board Briefing Memos for SBE Review	Mon 12/10/07	Thu 12/27/07
497	12.8.2.1.12 Science Stanards Setting Complete	Tue 1/3/06	Tue 1/3/06
498	**13 Test Form, Test Booklet, and Answer Document Construction (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.7)**	**Tue 1/3/06**	**Thu 3/22/07**
499	**13.1 Designing Test Forms for the CSTs, CAPA, NAA, and STS**	**Tue 1/3/06**	**Mon 1/9/06**
500	13.1.1 Provide a plan to allow for the rotation of standards coverage on the CSTs over time, when required by the test blueprint.	Tue 1/3/06	Mon 1/9/06
501	13.1.2 Provide a plan to ensure that the tests will include test items/tasks of differing levels of difficulty	Tue 1/3/06	Mon 1/9/06
502	**13.2 Constructing Test Booklets for the CSTs, NRT, CAPA, NAA, and STS.**	**Tue 1/3/06**	**Thu 3/22/07**
503	**13.2.1 Test Forms Construction and Review**	**Fri 6/30/06**	**Fri 11/17/06**
504	**13.2.1.1 Form Construction-ELA CST**	**Fri 6/30/06**	**Fri 11/10/06**
505	13.2.1.1.1 Forms Construction ELA Begins	Fri 6/30/06	Fri 6/30/06

ID	Task Name	Start	Finish
506	**13.2.1.1.2 ELA Content Work**	**Mon 7/3/06**	**Tue 9/12/06**
507	13.2.1.1.2.1 Provide revised statistical specifications to TD staff for assembling forms	Mon 7/3/06	Tue 7/18/06
508	13.2.1.1.2.2 Assemble Draft Test Forms	Wed 7/19/06	Tue 8/15/06
509	13.2.1.1.2.3 Statistical review of draft test forms	Wed 8/16/06	Tue 9/12/06
510	13.2.1.1.2.4 CDE reviews draft operational forms (all grades staggered)	Thu 8/17/06	Thu 8/31/06
511	13.2.1.1.2.5 ARP reviews operational forms	Fri 9/8/06	Sat 9/9/06
512	**13.2.1.1.3 ELA Forms (2, 3, 9)**	**Wed 9/13/06**	**Fri 10/20/06**
513	13.2.1.1.3.1 Editorial creates Lasers (2,3,9)	Wed 9/13/06	Fri 9/29/06
514	13.2.1.1.3.2 CDE reviews final lasers (2, 3, 9)	Mon 10/2/06	Mon 10/9/06
515	13.2.1.1.3.3 Editorial creates PDFs (2, 3, 9)	Tue 10/10/06	Fri 10/13/06
516	13.2.1.1.3.4 CDE completes review of PDFs (2, 3, 9)	Mon 10/16/06	Fri 10/20/06
517	**13.2.1.1.4 ELA Forms (4, 5)**	**Wed 9/13/06**	**Fri 10/27/06**
518	13.2.1.1.4.1 Editorial creates Lasers (4,5)	Wed 9/13/06	Mon 10/9/06
519	13.2.1.1.4.2 CDE reviews final lasers (4, 5)	Tue 10/10/06	Tue 10/17/06
520	13.2.1.1.4.3 Edintorial creates PDFs (4, 5)	Wed 10/18/06	Fri 10/20/06
521	13.2.1.1.4.4 CDE completes review of PDFs (4, 5)	Mon 10/23/06	Fri 10/27/06
522	**13.2.1.1.5 ELA Forms (6, 7, 8)**	**Wed 9/13/06**	**Fri 11/3/06**
523	13.2.1.1.5.1 Editorial creates Lasers (6,7,8)	Wed 9/13/06	Fri 10/13/06
524	13.2.1.1.5.2 CDE reviews final lasers (6, 7, 8)	Mon 10/16/06	Tue 10/24/06
525	13.2.1.1.5.3 Edintorial creates PDFs (6, 7, 8)	Wed 10/25/06	Fri 10/27/06
526	13.2.1.1.5.4 CDE completes review of PDFs (6, 7, 8)	Mon 10/30/06	Fri 11/3/06
527	**13.2.1.1.6 ELA Forms (10, 11)**	**Wed 9/13/06**	**Fri 11/10/06**
528	13.2.1.1.6.1 Editorial creates Lasers (10,11)	Wed 9/13/06	Fri 10/20/06
529	13.2.1.1.6.2 CDE reviews final lasers (10, 11)	Mon 10/23/06	Tue 10/31/06
530	13.2.1.1.6.3 Edintorial creates PDFs (10, 11)	Wed 11/1/06	Fri 11/3/06
531	13.2.1.1.6.4 CDE completes review of PDFs (10, 11,)	Mon 11/6/06	Fri 11/10/06
532	13.2.1.1.7 Forms Construction ELA Complete	Fri 11/10/06	Fri 11/10/06
533	**13.2.1.2 Form Construction-Math**	**Fri 7/14/06**	**Tue 11/7/06**
534	13.2.1.2.1 Forms Construcution Begun	Fri 7/14/06	Fri 7/14/06
535	**13.2.1.2.2 Math Content Work**	**Mon 7/17/06**	**Sat 9/9/06**
536	13.2.1.2.2.1 Provide revised statistical specifications to TD staff for assembling forms	Mon 7/17/06	Mon 7/17/06
537	13.2.1.2.2.2 Statistical review of draft test forms	Tue 7/18/06	Mon 7/24/06
538	13.2.1.2.2.3 Assemble draft operational forms	Tue 7/25/06	Thu 8/17/06
539	13.2.1.2.2.4 CDE reviews draft operational forms (all grades staggered)	Fri 8/18/06	Fri 9/8/06
540	13.2.1.2.2.5 ARP reviews operational forms	Fri 9/8/06	Sat 9/9/06
541	**13.2.1.2.3 Math Forms (2, 3)**	**Fri 8/18/06**	**Tue 10/3/06**
542	13.2.1.2.3.1 Editorial creates final lasers (2, 3)	Fri 8/18/06	Tue 9/12/06
543	13.2.1.2.3.2 CDE reviews final lasers (2, 3)	Wed 9/13/06	Thu 9/21/06
544	13.2.1.2.3.3 Editorial creates PDFs (2, 3)	Fri 9/22/06	Tue 9/26/06
545	13.2.1.2.3.4 CDE completes review of PDFs (2, 3)	Wed 9/27/06	Tue 10/3/06
546	**13.2.1.2.4 Math Forms (4, 5)**	**Fri 8/18/06**	**Tue 10/10/06**
547	13.2.1.2.4.1 Editorial creates final lasers (4, 5)	Fri 8/18/06	Tue 9/19/06
548	13.2.1.2.4.2 CDE reviews final lasers (4, 5)	Wed 9/20/06	Thu 9/28/06
549	13.2.1.2.4.3 Editorial creates PDFs (4, 5)	Fri 9/29/06	Tue 10/3/06
550	13.2.1.2.4.4 CDE completes review of PDFs (4, 5)	Wed 10/4/06	Tue 10/10/06
551	**13.2.1.2.5 Math Forms (6, 7)**	**Fri 8/18/06**	**Tue 10/17/06**
552	13.2.1.2.5.1 Editorial creates final lasers (6, 7)	Fri 8/18/06	Tue 9/26/06
553	13.2.1.2.5.2 CDE reviews final lasers (6, 7)	Wed 9/27/06	Thu 10/5/06
554	13.2.1.2.5.3 Editorial creates PDFs (6, 7)	Fri 10/6/06	Tue 10/10/06
555	13.2.1.2.5.4 CDE completes review of PDFs (6, 7)	Wed 10/11/06	Tue 10/17/06

ID	Task Name	Start	Finish
556	**13.2.1.2.6 Math Forms (AI, AII)**	**Fri 8/18/06**	**Tue 10/24/06**
557	13.2.1.2.6.1 Editorial creates final lasers (AI, AII)	Fri 8/18/06	Tue 10/3/06
558	13.2.1.2.6.2 CDE reviews final lasers (AI, AII)	Wed 10/4/06	Thu 10/12/06
559	13.2.1.2.6.3 Editorial creates PDFs (AI, AII)	Fri 10/13/06	Tue 10/17/06
560	13.2.1.2.6.4 CDE completes review of PDFs (AI, AII)	Wed 10/18/06	Tue 10/24/06
561	**13.2.1.2.7 Math Forms (HS Math, Geom, General Math)**	**Fri 8/18/06**	**Tue 10/31/06**
562	13.2.1.2.7.1 Editorial creates final lasers (HS Math, Geom, General Math)	Fri 8/18/06	Tue 10/10/06
563	13.2.1.2.7.2 CDE reviews final lasers (HS Math, Geom, General Math)	Wed 10/11/06	Thu 10/19/06
564	13.2.1.2.7.3 Editorial creates PDFs (HS Math, Geom, General Math	Fri 10/20/06	Tue 10/24/06
565	13.2.1.2.7.4 CDE completes review of PDFs (HS Math, Geom, General Math)	Wed 10/25/06	Tue 10/31/06
566	**13.2.1.2.8 Math Forms (Integrated Math 1-3)**	**Fri 8/18/06**	**Tue 11/7/06**
567	13.2.1.2.8.1 Editorial creates final lasers (Integrated Math 1-3)	Fri 8/18/06	Tue 10/17/06
568	13.2.1.2.8.2 CDE reviews final lasers (Integrated Math 1-3)	Wed 10/18/06	Thu 10/26/06
569	13.2.1.2.8.3 Editorial creates PDFs (Integrated Math 1-3)	Fri 10/27/06	Tue 10/31/06
570	13.2.1.2.8.4 CDE completes review of PDFs (Integrated Math 1-3)	Wed 11/1/06	Tue 11/7/06
571	13.2.1.2.9 Final form planners sent to Item Bank Support	Mon 9/11/06	Wed 10/18/06
572	13.2.1.2.10 Math Forms Construction Complete	Tue 11/7/06	Tue 11/7/06
573	**13.2.1.3 Form Construction-Science**	**Fri 7/14/06**	**Thu 11/9/06**
574	13.2.1.3.1 Forms Construcution Begun for Science	Fri 7/14/06	Fri 7/14/06
575	**13.2.1.3.2 Science Content Work**	**Mon 7/17/06**	**Fri 9/8/06**
576	13.2.1.3.2.1 Provide revised statistical specifications to TD staff for assembling forms	Mon 7/17/06	Mon 7/17/06
577	13.2.1.3.2.2 Statistical review of draft test forms	Tue 7/18/06	Mon 7/31/06
578	13.2.1.3.2.3 Assemble draft operational forms	Tue 8/1/06	Mon 8/21/06
579	13.2.1.3.2.4 CDE reviews draft operational forms (all grades staggered)	Tue 8/22/06	Thu 9/7/06
580	13.2.1.3.2.5 ARP reviews operational forms	Thu 9/7/06	Fri 9/8/06
581	**13.2.1.3.3 Science Forms (5, 8)**	**Mon 9/11/06**	**Wed 10/25/06**
582	13.2.1.3.3.1 Editorial Creates Final Lasers (5, 8)	Mon 9/11/06	Wed 10/4/06
583	13.2.1.3.3.2 CDE reviews final lasers (5, 8)	Thu 10/5/06	Fri 10/13/06
584	13.2.1.3.3.3 Editorial Creates PDFs (5, 8)	Mon 10/16/06	Wed 10/18/06
585	13.2.1.3.3.4 CDE completes review of PDFs (5, 8)	Thu 10/19/06	Wed 10/25/06
586	**13.2.1.3.4 Science Forms (Bio)**	**Tue 8/22/06**	**Thu 10/12/06**
587	13.2.1.3.4.1 Editorial Creates Final Lasers (Bio)	Tue 8/22/06	Thu 9/21/06
588	13.2.1.3.4.2 CDE reviews final lasers (Bio)	Fri 9/22/06	Mon 10/2/06
589	13.2.1.3.4.3 Editorial Creates PDF (Bio)	Tue 10/3/06	Thu 10/5/06
590	13.2.1.3.4.4 CDE completes review of PDFs (Bio)	Fri 10/6/06	Thu 10/12/06
591	**13.2.1.3.5 Science Forms (Earth Sci)**	**Tue 8/22/06**	**Thu 10/19/06**
592	13.2.1.3.5.1 Editorial Creates Final Lasers (Earth Sci)	Tue 8/22/06	Thu 9/28/06
593	13.2.1.3.5.2 CDE reviews final lasers (Earth Sci)	Fri 9/29/06	Mon 10/9/06
594	13.2.1.3.5.3 Editorial Creates Final Lasers (Earth Sci)	Tue 10/10/06	Thu 10/12/06
595	13.2.1.3.5.4 CDE completes review of PDFs (Earth Sci)	Fri 10/13/06	Thu 10/19/06
596	**13.2.1.3.6 Science Forms (10)**	**Tue 8/22/06**	**Thu 10/26/06**
597	13.2.1.3.6.1 Editorial creates final lasers (10)	Tue 8/22/06	Thu 10/5/06
598	13.2.1.3.6.2 CDE reviews final lasers (10)	Fri 10/6/06	Mon 10/16/06
599	13.2.1.3.6.3 Editorial creates PDFs (10)	Tue 10/17/06	Thu 10/19/06
600	13.2.1.3.6.4 CDE completes review of PDFs (10)	Fri 10/20/06	Thu 10/26/06
601	**13.2.1.3.7 Science Forms (Chem, Physics)**	**Tue 8/22/06**	**Thu 11/2/06**
602	13.2.1.3.7.1 Editorial creates final lasers (Chem, Physics)	Tue 8/22/06	Thu 10/12/06
603	13.2.1.3.7.2 CDE reviews final lasers (Chem, Physics)	Fri 10/13/06	Mon 10/23/06
604	13.2.1.3.7.3 Editorial creates PDFs (Chem, Physics)	Tue 10/24/06	Thu 10/26/06
605	13.2.1.3.7.4 CDE completes review of PDFs (Chem, Physics)	Fri 10/27/06	Thu 11/2/06

ID	Task Name	Start	Finish
606	**13.2.1.3.8 Science Forms (Integrated Science 1-4)**	**Tue 8/22/06**	**Thu 11/9/06**
607	13.2.1.3.8.1 Editorial creates final lasers (Integrated Science 1-4)	Tue 8/22/06	Thu 10/19/06
608	13.2.1.3.8.2 CDE reviews final lasers (Integrated Science 1-4)	Fri 10/20/06	Mon 10/30/06
609	13.2.1.3.8.3 Editorial creates PDFs (Integrated Science 1-4)	Tue 10/31/06	Thu 11/2/06
610	13.2.1.3.8.4 CDE completes review of PDFs (Integrated Science 1-4)	Fri 11/3/06	Thu 11/9/06
611	13.2.1.3.9 Final form planners sent to Item Bank Support	Fri 9/8/06	Tue 11/7/06
612	13.2.1.3.10 Science Forms Complete	Thu 11/9/06	Thu 11/9/06
613	**13.2.1.4 Form Construction-History & Soc. Studies**	**Fri 7/14/06**	**Tue 11/7/06**
614	13.2.1.4.1 Form Construction History and Social Sciences Begun	Fri 7/14/06	Fri 7/14/06
615	**13.2.1.4.2 History SS Content Work**	**Mon 7/17/06**	**Fri 9/8/06**
616	13.2.1.4.2.1 Provide revised statistical specifications to TD staff for assembling forms	Mon 7/17/06	Mon 7/17/06
617	13.2.1.4.2.2 Statistical review of draft test forms	Tue 7/18/06	Mon 7/24/06
618	13.2.1.4.2.3 Assemble draft operational forms	Tue 7/25/06	Thu 8/17/06
619	13.2.1.4.2.4 CDE reviews draft operational forms (all grades staggered)	Fri 8/18/06	Thu 9/7/06
620	13.2.1.4.2.5 ARP reviews operational forms	Thu 9/7/06	Fri 9/8/06
621	**13.2.1.4.3 History & Social Science Forms (11)**	**Mon 9/11/06**	**Wed 11/1/06**
622	13.2.1.4.3.1 Editorial creates final lasers (11)	Mon 9/11/06	Wed 10/11/06
623	13.2.1.4.3.2 CDE reviews final lasers (11)	Thu 10/12/06	Fri 10/20/06
624	13.2.1.4.3.3 Editorial creates PDFs for (11)	Mon 10/23/06	Wed 10/25/06
625	13.2.1.4.3.4 CDE completes review of PDFs (11)	Thu 10/26/06	Wed 11/1/06
626	**13.2.1.4.4 History & Social Science Forms (8, 10)**	**Fri 8/18/06**	**Tue 10/17/06**
627	13.2.1.4.4.1 Editorial creates final lasers (8, 10)	Fri 8/18/06	Tue 9/26/06
628	13.2.1.4.4.2 CDE reviews final lasers (8,10)	Wed 9/27/06	Thu 10/5/06
629	13.2.1.4.4.3 Editorial creates PDFs for (8, 10)	Fri 10/6/06	Tue 10/10/06
630	13.2.1.4.4.4 CDE completes review of PDFs (8,10)	Wed 10/11/06	Tue 10/17/06
631	13.2.1.4.5 Final Form Planners sent to Item Bank Support	Fri 9/8/06	Tue 11/7/06
632	13.2.1.4.6 Form Construction History and Social Sciences Complete	Tue 11/7/06	Tue 11/7/06
633	**13.2.1.5 Forms Construction CAPA (All Forms)**	**Mon 8/21/06**	**Fri 10/13/06**
634	13.2.1.5.1 Forms Construction CAPA begins	Mon 8/21/06	Mon 8/21/06
635	13.2.1.5.2 Editorial creates final lasers	Tue 8/22/06	Fri 9/22/06
636	13.2.1.5.3 CDE reviews final lasers	Mon 9/25/06	Tue 10/3/06
637	13.2.1.5.4 Editorial creates PDFs	Wed 10/4/06	Fri 10/6/06
638	13.2.1.5.5 CDE completes review of PDFs	Mon 10/9/06	Fri 10/13/06
639	**13.2.1.6 Form Construction STS-Math and ELA**	**Fri 9/8/06**	**Fri 11/17/06**
640	13.2.1.6.1 Forms Construction STS Begins	Fri 9/8/06	Fri 9/8/06
641	**13.2.1.6.2 STS Forms (2, 3, 4)**	**Mon 9/11/06**	**Fri 11/10/06**
642	13.2.1.6.2.1 Editorial creates final lasers (2, 3,4)	Mon 9/11/06	Fri 10/20/06
643	13.2.1.6.2.2 CDE reviews final lasers (2, 3,4)	Mon 10/23/06	Tue 10/31/06
644	13.2.1.6.2.3 Editorial creates PDFs (2, 3, 4)	Wed 11/1/06	Fri 11/3/06
645	13.2.1.6.2.4 CDE completes review of PDFs (2, 3, 4)	Mon 11/6/06	Fri 11/10/06
646	**13.2.1.6.3 STS Forms (5, 6, 7)**	**Mon 9/11/06**	**Fri 11/17/06**
647	13.2.1.6.3.1 Editorial creates final lasers (5, 6, 7)	Mon 9/11/06	Fri 10/27/06
648	13.2.1.6.3.2 CDE reviews final lasers (5, 6, 7)	Mon 10/30/06	Tue 11/7/06
649	13.2.1.6.3.3 Editorial creates PDFs (5, 6, 7)	Wed 11/8/06	Fri 11/10/06
650	13.2.1.6.3.4 CDE completes review of PDFs (5, 6, 7)	Mon 11/13/06	Fri 11/17/06
651	**13.2.1.7 Form Construction NAA**	**Mon 8/28/06**	**Fri 11/10/06**
652	13.2.1.7.1 Form Construction for NAA Begins	Mon 8/28/06	Mon 8/28/06
653	**13.2.1.7.2 NAA Forms (2, 3, 4)**	**Tue 8/29/06**	**Fri 10/27/06**
654	13.2.1.7.2.1 Editorial creates final lasers (5, 6, 7)	Tue 8/29/06	Fri 10/6/06
655	13.2.1.7.2.2 CDE reviews final lasers (5, 6, 7)	Mon 10/9/06	Tue 10/17/06

ID	Task Name	Start	Finish
656	13.2.1.7.2.3 Editorial creates PDFs (5, 6, 7)	Wed 10/18/06	Fri 10/20/06
657	13.2.1.7.2.4 CDE completes review of PDFs (5, 6, 7)	Mon 10/23/06	Fri 10/27/06
658	**13.2.1.7.3 NAA Forms (5, 6, 7,8)**	**Mon 9/4/06**	**Fri 11/3/06**
659	13.2.1.7.3.1 Editorial creates final lasers (5, 6, 7,8)	Mon 9/4/06	Fri 10/13/06
660	13.2.1.7.3.2 CDE reviews final lasers (5, 6, 7,8)	Mon 10/16/06	Tue 10/24/06
661	13.2.1.7.3.3 Editorial creates PDFs (5, 6, 7,8)	Wed 10/25/06	Fri 10/27/06
662	13.2.1.7.3.4 CDE completes review of PDFs (5, 6, 7,8)	Mon 10/30/06	Fri 11/3/06
663	**13.2.1.7.4 NAA Forms (9, 10, 11)**	**Fri 9/8/06**	**Fri 11/10/06**
664	13.2.1.7.4.1 Editorial creates final lasers (5, 6, 7,8)	Fri 9/8/06	Fri 10/20/06
665	13.2.1.7.4.2 CDE reviews final lasers (5, 6, 7,8)	Mon 10/23/06	Tue 10/31/06
666	13.2.1.7.4.3 Editorial creates PDFs (5, 6, 7,8)	Wed 11/1/06	Fri 11/3/06
667	13.2.1.7.4.4 CDE completes review of PDFs (5, 6, 7,8)	Mon 11/6/06	Fri 11/10/06
668	**13.2.2 Grade Level Forms Construction Milestones (CST)**	**Tue 1/3/06**	**Fri 11/10/06**
669	13.2.2.1 Grade Level (2, 3) Complete	Fri 10/20/06	Fri 10/20/06
670	13.2.2.2 Grade Level 4 Complete	Fri 10/27/06	Fri 10/27/06
671	13.2.2.3 Grade Level 5 Complete	Fri 10/27/06	Fri 10/27/06
672	13.2.2.4 Grade Level (6, 7) Complete	Fri 11/3/06	Fri 11/3/06
673	13.2.2.5 Grade Level 8 ELA Complete	Fri 11/3/06	Fri 11/3/06
674	13.2.2.6 Grade Level 8 Science Complete	Wed 10/25/06	Wed 10/25/06
675	13.2.2.7 Grade Level 9 ELA Complete	Fri 10/20/06	Fri 10/20/06
676	13.2.2.8 Grade 10 & 11 Complete	Fri 11/10/06	Fri 11/10/06
677	13.2.2.9 Topic AI & AII Complete	Tue 10/24/06	Tue 10/24/06
678	13.2.2.10 Topic Earth Science Complete	Thu 10/19/06	Thu 10/19/06
679	13.2.2.11 Topic HSM, Geometry & General Math Complete	Tue 10/31/06	Tue 10/31/06
680	13.2.2.12 Topic Chemistry & Physics Complete	Thu 11/2/06	Thu 11/2/06
681	13.2.2.13 Topic Writing Complete	Tue 1/3/06	Tue 1/3/06
682	13.2.2.14 Topic Biology Complete	Thu 10/12/06	Thu 10/12/06
683	13.2.2.15 Integrated Math Complete	Tue 11/7/06	Tue 11/7/06
684	13.2.2.16 Integrated Science Complete	Thu 11/9/06	Thu 11/9/06
685	**13.2.3 Form Planners/Keys-All versions- admin**	**Wed 10/18/06**	**Thu 3/22/07**
686	13.2.3.1 Form Planners/Keys Started	Wed 10/18/06	Wed 10/18/06
687	13.2.3.2 Item Bank Support receives final form planners from TD - ELA/Math	Thu 10/19/06	Thu 10/19/06
688	13.2.3.3 Item Banking group QC's form planners - ELA/Math	Fri 10/20/06	Thu 11/2/06
689	13.2.3.4 Item Bank Support receives final form planners from TD - HSS	Tue 11/7/06	Tue 11/7/06
690	13.2.3.5 Item Bank Support receives final form planners from TD - Science	Tue 11/7/06	Tue 11/7/06
691	13.2.3.6 Item Banking group QC's form planners HSS/Science	Wed 11/8/06	Tue 11/14/06
692	13.2.3.7 Form planners sent to Stat Analysis and SKM	Wed 11/15/06	Thu 11/16/06
693	13.2.3.8 SKM creates keys	Fri 11/17/06	Mon 2/19/07
694	13.2.3.9 Key information loaded	Tue 2/20/07	Fri 3/2/07
695	13.2.3.10 SRT sends output to stat analysis	Mon 3/5/07	Mon 3/5/07
696	13.2.3.11 Stat analysis reviews/approves keys	Tue 3/6/07	Thu 3/22/07
697	13.2.3.12 Form Planners Keys Complete	Thu 3/22/07	Thu 3/22/07
698	**13.3 Designing and Constructing Answer Documents for the CSTs, NRT, CAPA, NAA, and STS**	**Mon 5/1/06**	**Fri 9/15/06**
699	13.3.1 Mock up of answer document begun	Mon 5/1/06	Mon 5/1/06
700	13.3.2 CDE/ETS/PEM review specs/mockup of answer doc requirements	Tue 5/2/06	Thu 5/4/06
701	13.3.3 PEM creates answer folder mock-up	Fri 5/5/06	Fri 5/26/06
702	13.3.4 PEM Submits answer folder mock-ups to CDE/ETS	Mon 5/29/06	Mon 5/29/06
703	13.3.5 CDE reviews and signs off on answer doc proofs	Tue 5/30/06	Fri 7/28/06
704	13.3.6 Customize Answer Guide Template to varous Grade Folders	Mon 7/31/06	Fri 9/15/06
705	**13.4 Forms Design and Production for Students with Disabilities for the CSTs, NRT, CAPA, NAA, and STS**	**Mon 9/11/06**	**Wed 1/10/07**
706	**13.4.1 Braille Materials**	**Mon 9/11/06**	**Mon 1/8/07**

ID	Task Name	Start	Finish
707	13.4.1.1 Braille Materials Begun	Mon 9/11/06	Thu 9/21/06
708	13.4.1.2 Identify items that cannot be Brailled	Fri 9/22/06	Fri 9/29/06
709	13.4.1.3 Prepare/Send Braille forms to vendors	Mon 10/2/06	Fri 11/3/06
710	13.4.1.4 Produce Braille test versions (OPS)	Thu 10/12/06	Tue 11/21/06
711	13.4.1.5 Copy hold Braille test versions	Tue 11/7/06	Mon 12/4/06
712	13.4.1.6 Finalize Braille test versions	Tue 11/21/06	Mon 12/11/06
713	13.4.1.7 Send all books to SAO to QC (OPS)	Fri 11/24/06	Wed 12/13/06
714	13.4.1.8 SAO completes QC	Tue 11/28/06	Tue 12/19/06
715	13.4.1.9 Vendors make any identified corrections from QC	Wed 11/29/06	Thu 12/28/06
716	13.4.1.10 Non-Brailable item numbers sent to TD	Fri 11/24/06	Wed 12/13/06
717	13.4.1.11 TD sends Non-Brailable item numbers to CDE and Pearson	Thu 12/14/06	Thu 12/14/06
718	13.4.1.12 Pearson redlines answer documents for non-Brailable items	Fri 12/15/06	Thu 12/21/06
719	13.4.1.13 Deliver Braille materials to Pearson	Fri 12/29/06	Mon 1/8/07
720	13.4.1.14 Braille Materials Complete	Mon 1/8/07	Mon 1/8/07
721	**13.4.2 Special Versions_Large Print Versions and CD-Rom**	**Mon 10/2/06**	**Mon 12/4/06**
722	13.4.2.1 Materials Begun	Mon 10/2/06	Mon 10/2/06
723	**13.4.2.2 Large Print for (2,3, 9)**	**Tue 10/3/06**	**Mon 10/23/06**
724	13.4.2.2.1 TD Creates large print PDF's (2, 3, 9)	Tue 10/3/06	Fri 10/6/06
725	13.4.2.2.2 TD sends to Pubs (2, 3, 9)	Mon 10/9/06	Mon 10/9/06
726	13.4.2.2.3 Pubs Creates Bluelines (2,3, 9)	Tue 10/10/06	Tue 10/17/06
727	13.4.2.2.4 Pubs sends bluelines to TD/PM for review/approval (2, 3, 9)	Wed 10/18/06	Wed 10/18/06
728	13.4.2.2.5 TD/ED Reviews bluelines (2,3, 9)	Thu 10/19/06	Fri 10/20/06
729	13.4.2.2.6 TD/PM sends blueline comments/approval to PM-OPS (2, 3, 9)	Mon 10/23/06	Mon 10/23/06
730	**13.4.2.3 Large Print for (4, 5, 8 Sci, Bio)**	**Tue 10/10/06**	**Mon 10/30/06**
731	13.4.2.3.1 TD Creates large print PDF's (4, 5, 8 Sci, Bio)	Tue 10/10/06	Fri 10/13/06
732	13.4.2.3.2 TD sends to Pubs (4, 5, 8 Sci, Bio)	Mon 10/16/06	Mon 10/16/06
733	13.4.2.3.3 Pubs Creates Bluelines (4, 5, 8 Sci, Bio)	Tue 10/17/06	Tue 10/24/06
734	13.4.2.3.4 Pubs sends bluelines to TD/PM for review/approval (4, 5, 8 Sci, Bio)	Wed 10/25/06	Wed 10/25/06
735	13.4.2.3.5 TD/ED Reviews bluelines (4, 5, 8 Sci, Bio)	Thu 10/26/06	Fri 10/27/06
736	13.4.2.3.6 TD/PM sends blueline comments/approval to PM-OPS (4, 5, 8 Sci, Bio)	Mon 10/30/06	Mon 10/30/06
737	**13.4.2.4 Large Print for (6, 7, 8, Earth Sci)**	**Tue 10/17/06**	**Mon 11/6/06**
738	13.4.2.4.1 TD Creates large print PDF's (6, 7, 8, Earth Sci)	Tue 10/17/06	Fri 10/20/06
739	13.4.2.4.2 TD sends to Pubs (6, 7, 8, Earth Sci)	Mon 10/23/06	Mon 10/23/06
740	13.4.2.4.3 Pubs Creates Bluelines (6, 7, 8, Earth Sci)	Tue 10/24/06	Tue 10/31/06
741	13.4.2.4.4 Pubs sends bluelines to TD/PM for review/approval (6, 7, 8, Earth Sci)	Wed 11/1/06	Wed 11/1/06
742	13.4.2.4.5 TD/ED Reviews bluelines (6, 7, 8, Earth Sci)	Thu 11/2/06	Fri 11/3/06
743	13.4.2.4.6 TD/PM sends blueline comments/approval to PM-OPS (6, 7, 8, Earth Sci)	Mon 11/6/06	Mon 11/6/06
744	**13.4.2.5 Large Print for (10, 11, AI, AII)**	**Tue 10/24/06**	**Mon 11/13/06**
745	13.4.2.5.1 TD Creates large print PDF's (10, 11, AI, AII)	Tue 10/24/06	Fri 10/27/06
746	13.4.2.5.2 TD sends to Pubs (10, 11, AI, AII)	Mon 10/30/06	Mon 10/30/06
747	13.4.2.5.3 Pubs Creates Bluelines (10, 11, AI, AII)	Tue 10/31/06	Tue 11/7/06
748	13.4.2.5.4 Pubs sends bluelines to TD/PM for review/approval (10, 11, AI, AII)	Wed 11/8/06	Wed 11/8/06
749	13.4.2.5.5 TD/ED Reviews bluelines (10, 11, AI, AII)	Thu 11/9/06	Fri 11/10/06
750	13.4.2.5.6 TD/PM sends blueline comments/approval to PM-OPS (10, 11, AI, AII)	Mon 11/13/06	Mon 11/13/06
751	**13.4.2.6 Large Print (Geom, HSM, GM, Chem, Phys)**	**Tue 10/31/06**	**Mon 11/20/06**
752	13.4.2.6.1 TD Creates large print PDF's (Geom, HSM, GM, Chem, Phys)	Tue 10/31/06	Fri 11/3/06
753	13.4.2.6.2 TD sends to Pubs (Geom, HSM, GM, Chem, Phys)	Mon 11/6/06	Mon 11/6/06
754	13.4.2.6.3 Pubs Creates Bluelines (Geom, HSM, GM, Chem, Phys)	Tue 11/7/06	Tue 11/14/06
755	13.4.2.6.4 Pubs sends bluelines to TD/PM for review/approval (Geom, HSM, GM, Chem, Phys)	Wed 11/15/06	Wed 11/15/06

ID	Task Name	Start	Finish
756	13.4.2.6.5 TD/ED Reviews bluelines (Geom, HSM, GM, Chem, Phys)	Thu 11/16/06	Fri 11/17/06
757	13.4.2.6.6 TD/PM sends blueline comments/approval to PM-OPS (Geom, HSM, GM, Chem, Phys)	Mon 11/20/06	Mon 11/20/06
758	**13.4.2.7 Large Print (IM 1-3, IS 1-4)**	**Tue 11/7/06**	**Mon 11/27/06**
759	13.4.2.7.1 TD Creates large print PDF's (IM 1-3, IS 1-4)	Tue 11/7/06	Fri 11/10/06
760	13.4.2.7.2 TD sends to Pubs (IM 1-3, IS 1-4)	Mon 11/13/06	Mon 11/13/06
761	13.4.2.7.3 Pubs Creates Bluelines (IM 1-3, IS 1-4)	Tue 11/14/06	Tue 11/21/06
762	13.4.2.7.4 Pubs sends bluelines to TD/PM for review/approval (IM 1-3, IS 1-4)	Wed 11/22/06	Wed 11/22/06
763	13.4.2.7.5 TD/ED Reviews bluelines (IM 1-3, IS 1-4)	Thu 11/23/06	Fri 11/24/06
764	13.4.2.7.6 TD/PM sends blueline comments/approval to PM-OPS (IM 1-3, IS 1-4)	Mon 11/27/06	Mon 11/27/06
765	**13.4.2.8 Large Print (Writing)**	**Tue 11/14/06**	**Mon 12/4/06**
766	13.4.2.8.1 TD/ED Reviews bluelines (Writing)	Tue 11/14/06	Wed 11/15/06
767	13.4.2.8.2 TD Creates large print PDF's (Writing)	Thu 11/16/06	Tue 11/21/06
768	13.4.2.8.3 TD sends to Pubs (Writing)	Wed 11/22/06	Wed 11/22/06
769	13.4.2.8.4 Pubs Creates Bluelines (Writing)	Thu 11/23/06	Thu 11/30/06
770	13.4.2.8.5 Pubs sends bluelines to TD/PM for review/approval (Writing)	Fri 12/1/06	Fri 12/1/06
771	13.4.2.8.6 TD/ED sends blueline comments/approval to PM-OPS (Writing)	Mon 12/4/06	Mon 12/4/06
772	13.4.2.9 Work on Special Versions Complete	Mon 12/4/06	Mon 12/4/06
773	**13.4.3 Transparencies/Blacklines and CD-ROM**	**Mon 12/4/06**	**Wed 1/10/07**
774	13.4.3.1 Transperencies & Blacklines Begun	Mon 12/4/06	Mon 12/4/06
775	13.4.3.2 Create transparencies/blacklines	Tue 12/5/06	Tue 12/12/06
776	13.4.3.3 Create transparencies of grade 2 books (request only-must return)	Tue 12/5/06	Tue 12/12/06
777	13.4.3.4 Print transparencies/blacklines; produce CD-ROM	Wed 12/13/06	Wed 1/10/07
778	13.4.3.5 Transperencies,Blacklines, and CD-ROM Complete	Wed 1/10/07	Wed 1/10/07
779	**14 Pre-Identification and Ordering (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.8)**	**Tue 1/3/06**	**Mon 12/31/07**
780	**14.1 Pre-Identification Process**	**Tue 1/3/06**	**Thu 8/2/07**
781	**14.1.1 Pre-ID and Ordering**	**Tue 1/3/06**	**Thu 8/2/07**
782	14.1.1.1 Pre-ID and Order Files Begun	Mon 7/10/06	Mon 7/10/06
783	14.1.1.2 ETS delivers pre-ID specs to CDE to review	Tue 7/11/06	Thu 7/13/06
784	14.1.1.3 CDE approves final pre-ID layout	Fri 7/14/06	Tue 8/1/06
785	14.1.1.4 CDE sends Pre-ID layout to ETS	Wed 8/2/06	Wed 8/2/06
786	14.1.1.5 Develop Pre-ID Instruction guide	Fri 9/1/06	Mon 10/2/06
787	14.1.1.6 CDE Reviews Pre-ID Instruction Guide	Tue 10/3/06	Mon 10/16/06
788	14.1.1.7 Revise Pre-ID Instruction guide	Tue 10/17/06	Mon 10/23/06
789	14.1.1.8 SRT Makes Pre-ID system available for review	Thu 8/3/06	Thu 9/14/06
790	14.1.1.9 Pre-ID system available for CDE review	Fri 9/15/06	Fri 9/15/06
791	14.1.1.10 Develop Registration letter for Pre-ID clinics	Tue 9/26/06	Mon 10/2/06
792	14.1.1.11 Review registration letter for Pre-ID clinnics	Tue 10/3/06	Wed 10/11/06
793	14.1.1.12 Deliver Pre-ID Workshops	Tue 10/31/06	Fri 11/17/06
794	14.1.1.13 Open up Pre-ID to districts/Monitor	Fri 9/29/06	Thu 8/2/07
795	14.1.1.14 Open up ordering to districts	Thu 11/2/06	Thu 11/2/06
796	14.1.1.15 Collect Orders and verify dates	Fri 11/3/06	Wed 1/3/07
797	14.1.1.16 Approve Orders	Fri 11/3/06	Thu 1/4/07
798	14.1.1.17 Send email reminder of order deadlines to districts	Fri 1/5/07	Fri 1/5/07
799	14.1.1.18 Districts Setup Pre-ID files	Fri 9/29/06	Fri 10/20/06
800	14.1.1.19 Pre-ID files due to ETS	Mon 10/23/06	Mon 6/11/07
801	14.1.1.20 Pre-ID files due to ETS for 4 and 7 March writing labels	Fri 1/5/07	Fri 1/5/07
802	14.1.1.21 Pre-ID files due to ETS for 4 and 7 May writing documents	Fri 1/5/07	Fri 1/5/07
803	14.1.1.22 Pre-ID files due to ETS for 4 and 7 May writing labels	Tue 3/27/07	Tue 3/27/07
804	14.1.1.23 PM reviews pre-ID orders (looks for and resolves missing districts)	Mon 11/13/06	Mon 6/11/07

ID	Task Name	Start	Finish
805	14.1.1.24 Pre-ID file deadline (Internal) varies by admin	Mon 11/13/06	Mon 6/11/07
806	14.1.1.25 PM asks SR&T to run pre-id extract file daily as soon as cutoff dates are hit	Mon 11/13/06	Mon 6/11/07
807	14.1.1.26 SR&T runs extract file and posts to PEM-automated daily	Mon 11/13/06	Mon 6/11/07
808	14.1.1.27 PEM sends Pre-ID receipt status records to ETS	Mon 11/13/06	Mon 6/11/07
809	14.1.1.28 Late Pre-ID deadline	Thu 12/21/06	Mon 6/11/07
810	14.1.1.29 Run late Pre-ID extract and send to PEM-daily, depends on admin	Thu 12/21/06	Mon 6/11/07
811	14.1.1.30 Provide CDE Access to STAR Tracking Data for admin-weekly	Tue 1/3/06	Fri 2/3/06
812	14.1.1.31 Pre-ID and Order Files Complete	Mon 6/11/07	Mon 6/11/07
813	**14.2 Ordering**	**Tue 1/3/06**	**Mon 12/31/07**
814	**14.2.1 Update Order Mgmt System (OMS)**	**Tue 1/3/06**	**Mon 12/31/07**
815	14.2.1.1 SRT Constructs Requirements for July Release	Thu 3/9/06	Fri 4/28/06
816	14.2.1.2 SRT Constructs Requirements for October Release	Thu 4/13/06	Fri 5/26/06
817	14.2.1.3 Open OMS for Updating with District Changes	Tue 7/18/06	Tue 7/18/06
818	14.2.1.4 Collect & Update District Coordinator contacts	Wed 7/19/06	Tue 10/24/06
819	14.2.1.5 Send STAR District Coordinator information to CDE	Wed 10/25/06	Wed 10/25/06
820	14.2.1.6 District Support Help Desk	Tue 1/3/06	Mon 12/31/07
821	**14.2.2 Ordering Workshops**	**Tue 1/3/06**	**Fri 10/27/06**
822	14.2.2.1 Ordering Workshop Begins	Tue 1/3/06	Tue 1/3/06
823	14.2.2.2 Schedule ordering, pretest & postest workshops	Tue 3/14/06	Mon 3/20/06
824	14.2.2.3 Develop ordering guide/forms	Wed 8/30/06	Mon 9/18/06
825	14.2.2.4 Submit ordering guide/forms to CDE for review	Tue 9/19/06	Tue 9/19/06
826	14.2.2.5 CDE reviews ordering guide/forms	Wed 9/20/06	Tue 9/26/06
827	14.2.2.6 Revise Ordering Guide/Forms	Wed 9/27/06	Thu 9/28/06
828	14.2.2.7 Print and Distribute Workshop Materials	Fri 9/29/06	Fri 10/6/06
829	14.2.2.8 Present ordering workshops	Mon 10/9/06	Thu 10/26/06
830	14.2.2.9 Distribute Order Forms to Districts	Fri 10/27/06	Fri 10/27/06
831	14.2.2.10 Ordering Workshop Completes	Fri 10/27/06	Fri 10/27/06
832	**14.2.3 QA of Information for Test Admin**	**Thu 6/15/06**	**Tue 1/2/07**
833	14.2.3.1 QA of information for Test Admin begun	Thu 6/15/06	Thu 6/15/06
834	14.2.3.2 CDE reviews/approves security documents	Thu 6/15/06	Wed 6/21/06
835	14.2.3.3 Make necessary changes to Security Document	Thu 6/22/06	Wed 7/19/06
836	14.2.3.4 Distribute & Retireve Security Documents	Thu 7/20/06	Tue 1/2/07
837	14.2.3.5 QA of infromation for Test Admin complete	Tue 1/2/07	Tue 1/2/07
838	**14.2.4 Program Monitoring**	**Tue 1/3/06**	**Mon 12/31/07**
839	14.2.4.1 TD Program Management Monitoring	Tue 1/3/06	Mon 12/31/07
840	14.2.4.2 Deliver district STAR coordinators Access database to CDE, includes independent charters	Wed 10/25/06	Wed 10/25/06
841	14.2.4.3 PEM sends Enrollment Order Received Status Records to ETS	Thu 12/21/06	Thu 12/21/06
842	14.2.4.4 Monitor Pre-ID file receipt and editing	Mon 10/23/06	Fri 7/27/07
843		**Tue 1/3/06**	**Thu 1/26/06**
844	14.2.5.1 Review Excessive Order Charges Plan	Tue 1/3/06	Mon 1/16/06
845	14.2.5.2 Submit Excessive Order Charges Plan	Tue 1/17/06	Tue 1/17/06
846	14.2.5.3 CDE approves Excessive Order Charges Plan	Wed 1/18/06	Thu 1/26/06
847	**15 Test Materials Production and Packaging (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.9)**	**Tue 1/3/06**	**Fri 9/21/07**
848	**15.1 Test Materials Production**	**Tue 1/3/06**	**Fri 9/21/07**
849	**15.1.1 Custom answer Documents-Printing**	**Fri 9/15/06**	**Mon 1/8/07**
850	15.1.1.1 Custom Answer Documents begin	Fri 9/15/06	Fri 9/15/06
851	15.1.1.2 Grd.2 booklet (consumable)	Wed 10/4/06	Wed 1/3/07
852	15.1.1.3 Grd.3 booklet (consumable)	Wed 10/4/06	Wed 1/3/07
853	15.1.1.4 Grade 4 Answer Folder	Mon 9/18/06	Mon 1/8/07
854	15.1.1.5 Grade 5 Answer Folder	Mon 9/18/06	Mon 1/8/07

ID	Task Name	Start	Finish
855	15.1.1.6 Grade 6 Answer Folder	Mon 9/18/06	Mon 1/8/07
856	15.1.1.7 Grade 7 Answer Folder	Mon 9/18/06	Mon 1/8/07
857	15.1.1.8 Grade 8 Answer Folder	Mon 9/18/06	Mon 1/8/07
858	15.1.1.9 Grade 9 Answer Folder	Mon 9/18/06	Mon 1/8/07
859	15.1.1.10 Grade 10 Answer Folder	Mon 9/18/06	Mon 1/8/07
860	15.1.1.11 Grade 11 Answer Folder	Mon 9/18/06	Mon 1/8/07
861	15.1.1.12 Custom Print Answer Documents Complete	Mon 1/8/07	Mon 1/8/07
862	**15.1.2 Testing Materials-print quantities and print tasks**	**Tue 1/3/06**	**Thu 1/4/07**
863	15.1.2.1 Testing Materials-print quantities and print tasks begun	Tue 1/3/06	Tue 1/3/06
864	15.1.2.2 Establish Print Quantities and Reqs	Thu 6/15/06	Thu 6/15/06
865	15.1.2.3 ETS prepares print quantity estimates	Thu 6/15/06	Wed 7/12/06
866	15.1.2.4 CDE reviews print quantity estimates	Thu 7/13/06	Wed 8/9/06
867	15.1.2.5 Revise print quantity estimates	Thu 8/10/06	Wed 9/6/06
868	15.1.2.6 CDE reviews revised print quantity estimates & materials	Thu 9/7/06	Wed 10/4/06
869	15.1.2.7 Finalized Print quantities, materials lists and page counts for PEM et, al	Thu 10/5/06	Fri 10/13/06
870	15.1.2.8 Send Print Quantities, materials list and page counts to PEM	Mon 10/16/06	Mon 10/16/06
871	15.1.2.9 PM sends initial print quantity estimates to Accenture	Thu 8/10/06	Thu 8/10/06
872	15.1.2.10 PM sends requirements, freight kits, etc.	Thu 10/5/06	Thu 10/5/06
873	15.1.2.11 PM sends final print volumes to Accenture	Mon 10/16/06	Mon 10/16/06
874	15.1.2.12 Obtain Pearson materials ID #s and bar codes	Fri 11/3/06	Thu 1/4/07
875	15.1.2.13 Mock up DFA covers	Thu 9/21/06	Wed 10/4/06
876	15.1.2.14 CDE reviews suggested changes to covers	Thu 10/5/06	Wed 10/18/06
877	15.1.2.15 Revise DFA covers	Thu 10/19/06	Wed 10/25/06
878	15.1.2.16 CDE Reviews Revisions	Thu 10/26/06	Wed 11/1/06
879	15.1.2.17 DFA Covers to Print	Thu 11/2/06	Thu 11/2/06
880	15.1.2.18 Testing Materials-print quantities and print tasks complete	Thu 1/4/07	Thu 1/4/07
881	**15.1.3 Testing Materials-covers, copyrights**	**Mon 7/24/06**	**Wed 10/4/06**
882	15.1.3.1 Testing Materials covers and copyrights begun	Mon 7/24/06	Mon 7/24/06
883	15.1.3.2 Determine Copyright information	Tue 7/25/06	Tue 8/1/06
884	15.1.3.3 CDE review of copyright notices	Wed 8/2/06	Thu 8/10/06
885	15.1.3.4 Build & flow mock-up covers to Pubs	Fri 8/11/06	Thu 8/31/06
886	15.1.3.5 Pubs builds covers	Fri 9/1/06	Tue 9/12/06
887	15.1.3.6 Submit covers to SAO for submission with lasers	Wed 9/13/06	Thu 9/14/06
888	15.1.3.7 Submit covers for final approval to CDE	Fri 9/15/06	Mon 9/25/06
889	15.1.3.8 Revise covers based on CDE comments	Tue 9/26/06	Mon 10/2/06
890	15.1.3.9 Send final PDF's to PUBS	Tue 10/3/06	Wed 10/4/06
891	15.1.3.10 Testing Materials covers and copyrights complete	Wed 10/4/06	Wed 10/4/06
892	**15.1.4 Test Materials to Accenture and PEM (PDF's)-All tests**	**Thu 9/21/06**	**Fri 9/21/07**
893	15.1.4.1 Practice tests- 2,3, and 4	Thu 9/21/06	Thu 9/21/06
894	15.1.4.2 Grades 2, 3-PEM	Mon 10/23/06	Fri 11/10/06
895	15.1.4.3 Grade 9	Mon 10/23/06	Fri 11/10/06
896	15.1.4.4 Grades 4, 5 and CAPA	Mon 10/30/06	Fri 11/10/06
897	15.1.4.5 Grades 6, 7, and 8	Mon 10/23/06	Fri 11/3/06
898	15.1.4.6 Earth science and biology and History/SS	Fri 10/20/06	Fri 10/27/06
899	15.1.4.7 Grade 4 and 7 writing- PEM	Tue 10/10/06	Wed 10/11/06
900	15.1.4.8 Alg. 1, Alg 2, grades 10 and 11	Wed 10/25/06	Mon 10/30/06
901	15.1.4.9 H.S. math, gen. math, geometry, chemistry and physics	Wed 11/1/06	Mon 11/6/06
902	15.1.4.10 Int. math 1, 2, and 3 int. science 1, 2, 3, and 4	Wed 11/8/06	Wed 11/15/06
903	**15.1.4.11 Digital proofs (bluelines) to SAO office**	**Thu 9/21/06**	**Thu 11/23/06**
904	15.1.4.11.1 Practice tests- 2, 3, and 4	Thu 9/21/06	Fri 9/29/06
905	15.1.4.11.2 Grades 2, 3- PEM	Mon 11/13/06	Mon 11/20/06

ID	Task Name	Start	Finish
906	15.1.4.11.3 Grade 9	Mon 11/13/06	Mon 11/20/06
907	15.1.4.11.4 Grades 4, 5 and CAPA	Mon 11/13/06	Mon 11/20/06
908	15.1.4.11.5 Grades 6, 7, and 8	Mon 11/6/06	Mon 11/13/06
909	15.1.4.11.6 Earth science and biology, Hist/SS	Mon 10/30/06	Mon 11/6/06
910	15.1.4.11.7 Grades 4 and 7 writing-PEM	Thu 10/12/06	Thu 10/19/06
911	15.1.4.11.8 Alg. 1, Alg 2, grades 10 and 11	Tue 10/31/06	Tue 11/7/06
912	15.1.4.11.9 H.S. math, gen. math, geometry, chemistry and physics	Tue 11/7/06	Tue 11/14/06
913	15.1.4.11.10 Int. math 1, 2, and 3; int. science 1, 2, 3, and 4	Thu 11/16/06	Thu 11/23/06
914	**15.1.4.12 Proofs returned to Princeton and PEM**	**Mon 10/2/06**	**Thu 11/30/06**
915	15.1.4.12.1 Practice tests- 2, 3, and 4	Mon 10/2/06	Fri 10/6/06
916	15.1.4.12.2 Grades 2, 3- PEM	Tue 11/21/06	Mon 11/27/06
917	15.1.4.12.3 Grade 9	Tue 11/21/06	Mon 11/27/06
918	15.1.4.12.4 Grades 4, 5 and CAPA	Tue 11/21/06	Mon 11/27/06
919	15.1.4.12.5 Grades 6, 7, and 8	Tue 11/14/06	Mon 11/20/06
920	15.1.4.12.6 Earth science and biology and History/SS	Tue 11/7/06	Mon 11/13/06
921	15.1.4.12.7 Grades 4 and 7 writing-PEM	Fri 10/20/06	Thu 10/26/06
922	15.1.4.12.8 Alg. 1, Alg 2, grades 10 and 11	Wed 11/8/06	Tue 11/14/06
923	15.1.4.12.9 H.S. math, gen. math, geometry, chemistry and physics	Wed 11/15/06	Tue 11/21/06
924	15.1.4.12.10 Int. math 1, 2, and 3; int. science 1, 2, 3, and 4	Fri 11/24/06	Thu 11/30/06
925	**15.1.4.13 Final Test Materials to Printers:**	**Mon 10/9/06**	**Thu 12/7/06**
926	15.1.4.13.1 Practice tests- 2, 3, and 4	Mon 10/9/06	Fri 10/13/06
927	15.1.4.13.2 Grades 2, 3-PEM	Tue 11/28/06	Mon 12/4/06
928	15.1.4.13.3 Grade 9	Tue 11/28/06	Mon 12/4/06
929	15.1.4.13.4 Grades 4, 5 and CAPA	Tue 11/28/06	Mon 12/4/06
930	15.1.4.13.5 Grades 6, 7, and 8	Tue 11/21/06	Mon 11/27/06
931	15.1.4.13.6 Earth science and biology and History/SS	Tue 11/14/06	Mon 11/20/06
932	15.1.4.13.7 Grades 4 and 7 writing-PEM	Fri 10/27/06	Thu 11/2/06
933	15.1.4.13.8 Alg. 1, Alg 2, grade 10 and 11	Wed 11/15/06	Tue 11/21/06
934	15.1.4.13.9 H.S. math, gen. math, geometry, chemistry and physics	Wed 11/22/06	Tue 11/28/06
935	15.1.4.13.10 Int. math 1, 2, 3, and 4 int. science 1, 2, and 3	Fri 12/1/06	Thu 12/7/06
936	15.1.4.13.11 Final Test Materials to Printers Complete	Thu 12/7/06	Thu 12/7/06
937	**15.1.4.14 Other Test Materials to Printer:**	**Fri 10/13/06**	**Mon 10/16/06**
938	15.1.4.14.1 Other Materials Begun	Fri 10/13/06	Fri 10/13/06
939	15.1.4.14.2 Ruler formats finalized and sent to print	Mon 10/16/06	Mon 10/16/06
940	15.1.4.14.3 Science reference sheets	Mon 10/16/06	Mon 10/16/06
941	15.1.4.14.4 Other Materials Complete	Mon 10/16/06	Mon 10/16/06
942	**15.1.4.15 Document Security Control**	**Thu 9/13/07**	**Fri 9/21/07**
943	15.1.4.15.1 PEM Sends Security Reports to CDE	Thu 9/13/07	Thu 9/13/07
944	15.1.4.15.2 CDE receives and reviews security reports from PEM	Fri 9/14/07	Fri 9/21/07
945	**15.1.4.16 Braille Materials**	**Tue 12/5/06**	**Wed 12/13/06**
946	15.1.4.16.1 Deliver Braille materials to Pearson	Tue 12/5/06	Wed 12/13/06
947	15.1.4.16.2 Braille Materials Complete	Wed 12/13/06	Wed 12/13/06
948	**15.1.4.17 Large-Print Materials**	**Tue 12/5/06**	**Fri 1/12/07**
949	15.1.4.17.1 Print Large Print Materials	Tue 12/5/06	Fri 1/5/07
950	15.1.4.17.2 Deliver large print to Pearson	Mon 1/8/07	Fri 1/12/07
951	**15.2 CDE Copies**	**Mon 2/26/07**	**Mon 2/26/07**
952	15.2.1 Provide Paper copies of tests to CDE	Mon 2/26/07	Mon 2/26/07
953	15.2.2 Provide CD-Rom to CDE	Mon 2/26/07	Mon 2/26/07
954	**15.3 Ancillary Test Materials**	**Thu 6/15/06**	**Thu 2/15/07**
955	**15.3.1 Directions for Administration (DFA's)**	**Thu 6/15/06**	**Thu 2/15/07**
956	15.3.1.1 DFA Work Begun	Thu 6/15/06	Thu 6/15/06
957	15.3.1.2 CDE completes initial review of 2005 DFA's	Thu 6/15/06	Wed 8/23/06

ID	Task Name	Start	Finish
958	15.3.1.3 CDE completes review of DFA Appendices	Thu 8/24/06	Wed 9/20/06
959	15.3.1.4 CDE DFA Work Complete	Wed 9/20/06	Wed 9/20/06
960	**15.3.1.5 DFAs (2 , 3)**	**Thu 10/26/06**	**Wed 11/29/06**
961	15.3.1.5.1 Update/Create DFA's with current testing administration information (2, 3)	Thu 10/26/06	Mon 11/6/06
962	15.3.1.5.2 Editorial reviews DFAs	Thu 10/26/06	Mon 11/6/06
963	15.3.1.5.3 Submit DFA's Lasers to CDE for review (2, 3)	Tue 11/7/06	Tue 11/7/06
964	15.3.1.5.4 CDE Reviews DFA Lasers (2 , 3)	Wed 11/8/06	Thu 11/16/06
965	15.3.1.5.5 Create DFA PDFs with CDE Changes (2,3)	Fri 11/17/06	Fri 11/24/06
966	15.3.1.5.6 CDE Reviews & Approves DFA PDFs (2,3)	Mon 11/27/06	Wed 11/29/06
967	15.3.1.5.7 Final approval from CDE on PDFs (2, 3)	Wed 11/29/06	Wed 11/29/06
968	**15.3.1.6 DFAs (4-6)**	**Thu 11/2/06**	**Wed 12/6/06**
969	15.3.1.6.1 Update/Create DFA's with current testing administration information (4-6)	Thu 11/2/06	Mon 11/13/06
970	15.3.1.6.2 Editorial reviews DFAs	Thu 11/2/06	Mon 11/13/06
971	15.3.1.6.3 Submit DFA's Lasers to CDE for review (4-6)	Tue 11/14/06	Tue 11/14/06
972	15.3.1.6.4 CDE Reviews DFA Lasers (4-6)	Wed 11/15/06	Thu 11/23/06
973	15.3.1.6.5 Create DFA PDFs with CDE Changes (4-6)	Fri 11/24/06	Fri 12/1/06
974	15.3.1.6.6 CDE Reviews & Approves DFA PDFs (4-6)	Mon 12/4/06	Wed 12/6/06
975	15.3.1.6.7 Final approval from CDE on PDFs (4-6)	Wed 12/6/06	Wed 12/6/06
976	**15.3.1.7 DFAs (9-11)**	**Thu 11/9/06**	**Wed 12/13/06**
977	15.3.1.7.1 Update/Create DFA's with current testing administration information (9-11)	Thu 11/9/06	Mon 11/20/06
978	15.3.1.7.2 Editorial reviews DFAs	Thu 11/9/06	Mon 11/20/06
979	15.3.1.7.3 Submit DFA's Lasers to CDE for review (9-11)	Tue 11/21/06	Tue 11/21/06
980	15.3.1.7.4 CDE Reviews DFA Lasers (9-11)	Wed 11/22/06	Thu 11/30/06
981	15.3.1.7.5 Create DFA PDFs with CDE Changes (9-11)	Fri 12/1/06	Fri 12/8/06
982	15.3.1.7.6 CDE Reviews & Approves DFA PDFs (9-11)	Mon 12/11/06	Wed 12/13/06
983	15.3.1.7.7 Final approval from CDE on PDFs (9-11)	Wed 12/13/06	Wed 12/13/06
984	**15.3.1.8 DFAs (7-8, Writing)**	**Thu 11/9/06**	**Wed 12/13/06**
985	15.3.1.8.1 Update/Create DFA's with current testing administration information (7-8, Writing)	Thu 11/9/06	Wed 11/15/06
986	15.3.1.8.2 Editorial reviews DFAs	Thu 11/9/06	Wed 11/15/06
987	15.3.1.8.3 Submit DFA's Lasers to CDE for review (7-8, Writing)	Thu 11/16/06	Thu 11/16/06
988	15.3.1.8.4 CDE Reviews DFA Lasers (7-8, Writing)	Fri 11/17/06	Thu 11/30/06
989	15.3.1.8.5 Create DFA PDFs with CDE Changes (7-8, Writing)	Fri 12/1/06	Fri 12/8/06
990	15.3.1.8.6 CDE Reviews & Approves DFA PDFs (7-8, Writing)	Mon 12/11/06	Wed 12/13/06
991	15.3.1.8.7 Final approval from CDE on PDFs (7-8, Writing)	Wed 12/13/06	Wed 12/13/06
992	15.3.1.9 DFA Work Complete	Thu 2/15/07	Thu 2/15/07
993	**15.3.1.10 DFA's to printer**	**Thu 11/30/06**	**Thu 2/15/07**
994	15.3.1.10.1 Grades 2, 3	Thu 11/30/06	Thu 11/30/06
995	15.3.1.10.2 Grades 4-6	Thu 12/7/06	Thu 12/7/06
996	15.3.1.10.3 Grades 9-11	Thu 12/14/06	Thu 12/14/06
997	15.3.1.10.4 Grades 7-8, Writing	Thu 12/14/06	Thu 12/14/06
998	15.3.1.10.5 Print Grades 2,3	Fri 12/1/06	Thu 1/4/07
999	15.3.1.10.6 Print Grades 4,6	Fri 12/8/06	Thu 1/4/07
1000	15.3.1.10.7 Print Grades 9 -11	Fri 12/15/06	Thu 1/4/07
1001	15.3.1.10.8 Print Grades 7 - 8, Writing	Fri 12/15/06	Thu 12/28/06
1002	15.3.1.10.9 Publish DFAs to Website	Fri 1/5/07	Tue 1/9/07
1003	15.3.1.10.10 Ship DFAs to Pearson	Fri 1/5/07	Tue 1/9/07
1004	15.3.1.10.11 Pearson Packs DFAs with Test Materials	Wed 1/10/07	Tue 2/6/07
1005	15.3.1.10.12 Pearson Ships to Districts	Wed 2/7/07	Thu 2/15/07
1006	**15.3.1.11 Coordinator Manual**	**Wed 9/20/06**	**Mon 1/8/07**
1007	15.3.1.11.1 Coordinator Manual Begun	Wed 9/20/06	Wed 9/20/06

ID	Task Name	Start	Finish
1008	15.3.1.11.2 Submit Prior Year's Copy of Manual to CDE for Review	Thu 9/21/06	Thu 9/21/06
1009	15.3.1.11.3 CDE Reviews Manuals	Fri 9/22/06	Fri 10/6/06
1010	15.3.1.11.4 Make corrections specified by CDE	Mon 10/9/06	Mon 10/16/06
1011	15.3.1.11.5 Submit final copy to CDE for approval	Tue 10/17/06	Tue 10/17/06
1012	15.3.1.11.6 CDE Reviews final Copy	Wed 10/18/06	Fri 10/27/06
1013	15.3.1.11.7 Publish manuals	Mon 10/30/06	Tue 11/21/06
1014	15.3.1.11.8 Post District/Test Site Coordinator manual on startest.org	Wed 11/22/06	Thu 11/30/06
1015	15.3.1.11.9 Coordinator Manual Complete	Thu 11/30/06	Thu 11/30/06
1016	15.3.1.11.10 Test Materials Production Complete	Mon 1/8/07	Mon 1/8/07
1017	**15.4 Packaging**	**Tue 1/3/06**	**Fri 7/20/07**
1018	**15.4.1 Quality Control**	**Tue 1/3/06**	**Mon 1/16/06**
1019	15.4.1.1 Document Quality Control for Packaging	Tue 1/3/06	Mon 1/16/06
1020	**15.4.2 Packaging Requirements**	**Fri 12/8/06**	**Fri 12/8/06**
1021	15.4.2.1 Packaging requirements finalized	Fri 12/8/06	Fri 12/8/06
1022	**15.4.3 Packaging Operations**	**Mon 1/22/07**	**Fri 7/20/07**
1023	15.4.3.1 PEM packages materials for delivery	Mon 1/22/07	Fri 7/20/07
1024	**16 Delivery and Collection of Test Materials (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.10)**	**Fri 1/5/07**	**Fri 9/21/07**
1025	**16.1 Delivery of Test Materials**	**Tue 2/6/07**	**Mon 7/30/07**
1026	16.1.1 Delivery of Materials-MC/CAPA	Wed 2/7/07	Tue 7/24/07
1027	16.1.2 Delivery of Materials-March Writing	Tue 2/6/07	Mon 2/26/07
1028	16.1.3 March writing tests Administered	Tue 3/6/07	Thu 3/8/07
1029	16.1.4 PEM starts sending P & D status records to ETS	Tue 2/27/07	Mon 7/30/07
1030	16.1.5 Delivery of Materials-May Writing	Thu 4/12/07	Mon 4/23/07
1031	16.1.6 May Writing Test Administered	Wed 5/2/07	Thu 5/3/07
1032	**16.2 Supplemental Orders**	**Fri 1/5/07**	**Thu 8/2/07**
1033	16.2.1 PM begins to send orders to PEM	Fri 1/5/07	Wed 8/1/07
1034	16.2.2 PEM sends supplemental order received status records to ETS	Thu 2/8/07	Wed 8/1/07
1035	16.2.3 PEM sends supplemental order shipped status records to ETS	Fri 2/9/07	Thu 8/2/07
1036	16.2.4 Distribution of Materials Complete	Thu 8/2/07	Thu 8/2/07
1037	**16.3 Collection of Test Materials**	**Wed 2/21/07**	**Fri 9/21/07**
1038	**16.3.1 Return of Materials**	**Wed 2/21/07**	**Fri 9/21/07**
1039	16.3.1.1 Return of Material begun	Mon 3/19/07	Mon 3/19/07
1040	16.3.1.2 Return of March test administration writing documents	Tue 3/20/07	Tue 3/20/07
1041	16.3.1.3 Return of all Multiple Choice Docs	Wed 2/21/07	Tue 7/24/07
1042	16.3.1.4 Return of May test administration writing documents	Fri 5/11/07	Fri 6/1/07
1043	**16.3.1.5 Scorable Documents**	**Tue 3/20/07**	**Wed 9/5/07**
1044	16.3.1.5.1 PEM checks-in scorable materials	Tue 3/20/07	Tue 8/21/07
1045	16.3.1.5.2 PEM sends scorable materials received status records to ETS	Fri 3/23/07	Tue 8/21/07
1046	16.3.1.5.3 PEM notifies PM of scorables found with non-scorables	Fri 3/30/07	Tue 8/21/07
1047	16.3.1.5.4 PEM ensures docs can be scanned	Thu 3/22/07	Tue 8/21/07
1048	16.3.1.5.5 PEM scans/edits all scorable materials	Thu 3/22/07	Tue 8/21/07
1049	16.3.1.5.6 PEM sends scorable materials in production status records to ETS	Thu 3/22/07	Tue 8/21/07
1050	16.3.1.5.7 PEM sends scorable materials in demographic edits status records to ETS	Mon 5/7/07	Tue 8/21/07
1051	16.3.1.5.8 Storage of Scored Answer Documents	Thu 3/22/07	Wed 9/5/07
1052	**16.3.1.6 Non-scorable Materials**	**Tue 4/3/07**	**Fri 9/21/07**
1053	16.3.1.6.1 PEM processes all non-scorables	Tue 4/3/07	Mon 9/10/07
1054	16.3.1.6.2 PEM notifies PM of scorables found with non-scorables	Thu 4/5/07	Wed 9/12/07
1055	16.3.1.6.3 PEM notifies PM of districts that have not returned non-scorable materials	Mon 4/9/07	Fri 9/14/07
1056	16.3.1.6.4 PM calls districts who have not returned non-scorable materials	Mon 4/16/07	Fri 9/21/07

ID	Task Name	Start	Finish
1057	16.3.1.6.5 Return of materials for admin complete	Fri 9/21/07	Fri 9/21/07
1058	**17 Test Processing, Scoring, and Analysis (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.11)**	**Tue 1/3/06**	**Mon 12/17/07**
1059	**17.1 Quality Control and Assurance**	**Tue 1/3/06**	**Mon 1/9/06**
1060	17.1.1 Document Standing Quality Control processes	Tue 1/3/06	Mon 1/9/06
1061	**17.2 Test Processing**	**Tue 1/3/06**	**Mon 12/17/07**
1062	**17.2.1 Test Processing, Scoring and Analysis**	**Tue 1/3/06**	**Mon 8/27/07**
1063	17.2.1.1 Test Processing, Scoring and Analysis Begun	Thu 3/22/07	Thu 3/22/07
1064	17.2.1.2 Form 1 tests scoring begun	Thu 3/22/07	Mon 6/25/07
1065	17.2.1.3 Form 1 student results posted to the website within 14 days of scanning	Thu 3/22/07	Mon 6/25/07
1066	**17.2.1.4 E2E-Test data Scoring Process (All tests)**	**Tue 1/3/06**	**Tue 6/19/07**
1067	17.2.1.4.1 E2E Test Data begun	Mon 1/8/07	Mon 1/8/07
1068	17.2.1.4.2 Request quantities of answer docs from PEM	Tue 1/9/07	Fri 3/2/07
1069	17.2.1.4.3 PEM deliver blank answer docs	Tue 1/23/07	Fri 3/2/07
1070	17.2.1.4.4 Prepare test cases in excel format, including CAPA (500 total ans docs)	Tue 1/9/07	Fri 3/2/07
1071	17.2.1.4.5 Review/revise test cases in excel format	Mon 2/12/07	Fri 2/16/07
1072	17.2.1.4.6 Grid test cases	Mon 2/19/07	Wed 3/14/07
1073	17.2.1.4.7 Send answer sheets to PEM (with test case spreadsheet)	Thu 3/15/07	Fri 3/16/07
1074	17.2.1.4.8 Scan and edit test data	Mon 3/19/07	Thu 4/5/07
1075	17.2.1.4.9 PEM Sends edited scan results to ETS - 2 files (MC/CAPA and writing)	Fri 3/23/07	Fri 3/23/07
1076	17.2.1.4.10 Confirm scan accuracy	Mon 3/26/07	Fri 3/30/07
1077	17.2.1.4.11 Score test data	Wed 4/25/07	Tue 5/1/07
1078	17.2.1.4.12 Send test student data to ETS	Wed 5/2/07	Thu 5/3/07
1079	17.2.1.4.13 Load student data to Mgt database (7000)	Fri 5/4/07	Wed 5/9/07
1080	17.2.1.4.14 Send student data to Stat	Thu 5/10/07	Thu 5/10/07
1081	17.2.1.4.15 QC student data	Fri 5/11/07	Thu 5/17/07
1082	17.2.1.4.16 Run student extracts for CDE	Fri 5/11/07	Fri 5/11/07
1083	17.2.1.4.17 QC student extracts for CDE	Mon 5/14/07	Mon 5/14/07
1084	17.2.1.4.18 Aggregate test data	Tue 5/8/07	Tue 5/8/07
1085	17.2.1.4.19 Send aggregate test data to ETS	Wed 5/9/07	Wed 5/9/07
1086	17.2.1.4.20 Load Aggregate Test Data to Mgt database	Thu 5/10/07	Thu 5/10/07
1087	17.2.1.4.21 Extract for Stat and web reporting	Fri 5/11/07	Fri 5/11/07
1088	17.2.1.4.22 QC aggregation	Mon 5/14/07	Fri 5/18/07
1089	17.2.1.4.23 Load Test Data to Web Reporting	Mon 5/14/07	Mon 5/14/07
1090	17.2.1.4.24 QC Web Reporting	Tue 5/15/07	Thu 5/17/07
1091	17.2.1.4.25 Prepare student and teacher report data	Fri 5/18/07	Tue 6/19/07
1092	**17.2.1.4.26 Processing**	**Tue 1/3/06**	**Wed 7/5/06**
1093	17.2.1.4.26.1 Produce CDS Master File	Tue 1/3/06	Wed 7/5/06
1094	17.2.1.4.26.2 SRT Creates Edit Specs	Tue 1/3/06	Wed 2/22/06
1095	17.2.1.4.26.3 Edit specs delivered to CDE	Thu 2/23/06	Thu 2/23/06
1096	17.2.1.4.27 E2E Test Data Process Complete	Tue 6/19/07	Tue 6/19/07
1097	**17.2.1.5 Scoring**	**Fri 9/15/06**	**Wed 2/28/07**
1098	17.2.1.5.1 Scoring Keys	Fri 9/15/06	Fri 9/15/06
1099	17.2.1.5.2 R&D prepares scoring keys	Mon 9/18/06	Fri 12/1/06
1100	17.2.1.5.3 SRT sends scoring keys to PEM	Mon 12/4/06	Mon 12/4/06
1101	17.2.1.5.4 PEM loads scoring keys	Tue 12/5/06	Tue 12/5/06
1102	17.2.1.5.5 PEM sends scoring key load data to ETS for QC	Wed 12/6/06	Thu 2/15/07
1103	17.2.1.5.6 R&D Validate Scoring Keys	Fri 2/16/07	Wed 2/28/07
1104	17.2.1.5.7 Scoring Keys-- Complete	Wed 2/28/07	Wed 2/28/07
1105	**17.2.1.6 Score Multiple-Choice Tests**	**Wed 2/28/07**	**Mon 8/27/07**
1106	17.2.1.6.1 Score Multiple-Choice Tests	Wed 2/28/07	Wed 2/28/07

ID	Task Name	Start	Finish
1107	17.2.1.6.2 Score Mutiple choice Tests	Thu 3/1/07	Wed 8/1/07
1108	17.2.1.6.3 Send student test data to ETS (daily production feeds)	Thu 6/21/07	Mon 8/27/07
1109	17.2.1.6.4 Score Multiple-Choice Tests	Mon 8/27/07	Mon 8/27/07
1110	**17.2.1.7 Scoring Grade 4 and 7 Writing Assessment**	**Wed 10/4/06**	**Wed 6/6/07**
1111	17.2.1.7.1 Scoring Grade 4 and 7 Writing Assessment begins	Wed 10/4/06	Wed 10/4/06
1112	17.2.1.7.2 Pass Sends Sample Papers to PEM	Thu 10/5/06	Thu 10/5/06
1113	17.2.1.7.3 Pull Sample Papers	Fri 10/6/06	Tue 10/31/06
1114	17.2.1.7.4 Develop Training Sets	Wed 11/1/06	Mon 11/20/06
1115	17.2.1.7.5 Send training sets to CDE to review	Tue 11/21/06	Tue 11/21/06
1116	17.2.1.7.6 Conduct Range-finding meetings	Tue 11/21/06	Thu 11/23/06
1117	17.2.1.7.7 Determine anchor points/Training papers	Fri 11/24/06	Thu 12/14/06
1118	17.2.1.7.8 Prepare papers for scoring leaders	Fri 12/15/06	Thu 4/5/07
1119	17.2.1.7.9 Train scoring leaders	Fri 4/6/07	Mon 4/16/07
1120	17.2.1.7.10 Train scorers	Tue 4/17/07	Thu 4/26/07
1121	17.2.1.7.11 Performance Scoring Window-March Prompt	Tue 3/6/07	Tue 3/6/07
1122	17.2.1.7.12 Performance Scoring Window-May Prompt	Tue 5/1/07	Wed 5/2/07
1123	17.2.1.7.13 Writing papers returned to PEM	Wed 3/7/07	Tue 5/22/07
1124	17.2.1.7.14 Prepare papers for scoring	Thu 3/8/07	Wed 5/30/07
1125	17.2.1.7.15 Score writing papers	Thu 5/31/07	Wed 6/6/07
1126	17.2.1.7.16 Crisis paper alert letter	Fri 3/23/07	Thu 4/5/07
1127	17.2.1.7.17 Scoring Grade 4 and 7 Writing Assessment Complete	Wed 6/6/07	Wed 6/6/07
1128	**17.2.1.8 Stat Analysis (All tests)**	**Wed 5/2/07**	**Mon 8/13/07**
1129	17.2.1.8.1 Stat Analysis Begun	Wed 5/2/07	Wed 5/2/07
1130	17.2.1.8.2 Preliminary item analysis-Operational analyses	Thu 5/3/07	Wed 5/23/07
1131	17.2.1.8.3 PIA/Initial CST Daily Equating File to ETS for preliminary analysis	Thu 5/3/07	Wed 6/13/07
1132	17.2.1.8.4 TD reviews PIA-Operational analyses	Thu 5/24/07	Mon 5/28/07
1133	17.2.1.8.5 Stat analysis performs equating (assumes receipt of 40% of data)	Thu 5/3/07	Wed 6/13/07
1134	17.2.1.8.6 Stat complete FIA/Field Test	Thu 6/14/07	Tue 6/26/07
1135	17.2.1.8.7 File received for FIA-Field Test	Wed 6/27/07	Wed 6/27/07
1136	17.2.1.8.8 Stats readied to send to item bank	Thu 6/28/07	Fri 7/20/07
1137	17.2.1.8.9 Stats sent to Item Bank Support for HSS & CAPA	Wed 7/18/07	Wed 7/18/07
1138	17.2.1.8.10 Stats sent to Item Bank Support for ELA & STS	Wed 7/18/07	Wed 7/18/07
1139	17.2.1.8.11 Stats sent to Item Bank Support for SCI, Math, NAA	Mon 7/23/07	Mon 7/23/07
1140	17.2.1.8.12 File received for score verification	Fri 7/27/07	Fri 7/27/07
1141	17.2.1.8.13 Score verification analyses	Mon 7/30/07	Mon 8/13/07
1142	17.2.1.8.14 Stat Analysis Complete	Mon 8/13/07	Mon 8/13/07
1143	17.2.1.9 Test Processing, Scoring and Analysis Complete	Mon 8/13/07	Mon 8/13/07
1144	**17.2.2 Demographic edits/data corrections**	**Mon 3/12/07**	**Mon 12/17/07**
1145	17.2.2.1 Demographic edits begun	Mon 3/12/07	Mon 3/12/07
1146	17.2.2.2 P2 Demographic edit requirements/specs	Tue 3/13/07	Fri 5/25/07
1147	17.2.2.3 P2 Demographic Edits Reviewed by CDE	Mon 5/28/07	Fri 6/1/07
1148	17.2.2.4 CDE reviews Re-edit Form	Mon 9/3/07	Mon 9/10/07
1149	17.2.2.5 P2 Demographic internet site operational	Thu 9/20/07	Thu 11/1/07
1150	17.2.2.6 P2 Demogrphic updates accepted at Pearson	Thu 11/15/07	Mon 12/3/07
1151	17.2.2.7 Deliver demographic edits failure electronic file to CDE every two weeks	Tue 3/13/07	Mon 12/17/07
1152	17.2.2.8 Produce Mark Discrimination Report	Fri 9/14/07	Fri 9/14/07
1153	**18 Reporting Test Results to LEAs (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.12)**	**Tue 1/3/06**	**Mon 5/8/06**
1154	**18.1 Expedited Returns Plan**	**Tue 1/3/06**	**Mon 5/8/06**
1155	18.1.1 Review Expedited Returns Plan (includes 2 Form Model)	Tue 1/3/06	Mon 1/9/06
1156	18.1.2 CDE and SBE approve Expedited Returns Plan	Tue 1/10/06	Mon 1/16/06

ID	Task Name	Start	Finish
1157	18.1.3 Adjust Scoring, Scanning, and Web reporting systems to allow for expedited returns	Tue 1/3/06	Mon 5/8/06
1158	**19 Overall Reports (Includes STAR Student and Teacher Reports)**	**Tue 1/3/06**	**Tue 12/11/07**
1159	**19.1 Production and Distribution of All Paper Score Reports**	**Tue 1/3/06**	**Tue 12/11/07**
1160	19.1.1 Production of Paper Score Reports	Wed 3/21/07	Wed 3/21/07
1161	19.1.2 Required Reports Begun	Thu 3/22/07	Thu 3/22/07
1162	19.1.3 Meeting to review Student/Teacher Report Templates and specs	Fri 3/23/07	Tue 3/27/07
1163	19.1.4 Draft report templates and specs developed	Wed 3/28/07	Tue 5/22/07
1164	19.1.5 Scoring & Aggregations Rules Approved	Wed 5/23/07	Tue 7/3/07
1165	19.1.6 Report Templates Approved	Wed 7/4/07	Tue 7/31/07
1166	19.1.7 Student Data File Layout Approved	Wed 8/1/07	Tue 8/28/07
1167	19.1.8 Report form requirements defined (including backer text)	Wed 8/29/07	Tue 9/25/07
1168	19.1.9 All Scoring & Aggregations Rules-final approval	Wed 9/26/07	Tue 12/11/07
1169	19.1.10 Select Pilot District R&D	Fri 3/23/07	Wed 4/18/07
1170	19.1.11 CDE approves pilot district	Thu 4/19/07	Tue 5/1/07
1171	19.1.12 ETS sends 2005 conversion tables to PEM	Thu 6/14/07	Mon 6/25/07
1172	19.1.13 PEM loads and QC's pilot data only	Tue 6/26/07	Thu 6/28/07
1173	19.1.14 Aggregate Pilot Data	Fri 6/29/07	Fri 6/29/07
1174	19.1.15 Transmit Pilot District Data to ETS	Mon 7/2/07	Mon 7/2/07
1175	19.1.16 PEM sends Pilot District paper reports to ETS and CDE for review	Tue 7/3/07	Tue 7/3/07
1176	19.1.17 R&D and CDE reviews/approves pilot district reports	Wed 7/4/07	Thu 7/5/07
1177	19.1.18 R&D and PEM complete work	Fri 7/6/07	Mon 7/9/07
1178	19.1.19 Scorable materials status reports received from PEM	Thu 6/21/07	Wed 8/8/07
1179	19.1.20 Shipped reports status records to ETS	Tue 7/24/07	Mon 8/20/07
1180	19.1.21 PEM sends District complete status records to ETS	Tue 8/21/07	Tue 8/21/07
1181	19.1.22 Required Reports Complete	Tue 8/21/07	Tue 8/21/07
1182	**19.1.23 Electronic Student Data Files**	**Tue 1/3/06**	**Fri 12/7/07**
1183	**19.1.23.1 Student Level Files (and aggregate)**	**Tue 1/3/06**	**Fri 12/7/07**
1184	19.1.23.1.1 Student Level Files Begun	Mon 3/5/07	Mon 3/5/07
1185	19.1.23.1.2 R&D review time on data files	Tue 1/3/06	Mon 4/24/06
1186	19.1.23.1.3 Student Data File Layout Approved	Tue 3/6/07	Tue 3/6/07
1187	19.1.23.1.4 V1 file to ETS	Tue 6/5/07	Tue 6/5/07
1188	19.1.23.1.5 V1 -Data (V1) to CDE	Wed 6/13/07	Wed 6/13/07
1189	19.1.23.1.6 V2 file to ETS	Wed 6/27/07	Wed 6/27/07
1190	19.1.23.1.7 V2 - Data (V2) to CDE	Wed 7/11/07	Wed 7/11/07
1191	19.1.23.1.8 P1 file to ETS	Fri 7/27/07	Fri 7/27/07
1192	19.1.23.1.9 P1 - Data to CDE	Thu 8/2/07	Thu 8/2/07
1193	19.1.23.1.10 P2 file to ETS	Wed 8/29/07	Wed 8/29/07
1194	19.1.23.1.11 P2 - Data to CDE	Wed 9/5/07	Wed 9/5/07
1195	19.1.23.1.12 P3 (final) file to ETS	Mon 12/3/07	Mon 12/3/07
1196	19.1.23.1.13 P3 - Final Posting to CDE	Fri 12/7/07	Fri 12/7/07
1197	19.1.23.1.14 Student Level Files Complete	Fri 12/7/07	Fri 12/7/07
1198	**19.1.24 Interpretation Guidelines**	**Mon 7/9/07**	**Mon 7/9/07**
1199	19.1.24.1 The Guidelines in English in Microsoft Word, PDF, and HTML formats placed on a Web site maintained by the CDE	Mon 7/9/07	Mon 7/9/07
1200	19.1.24.2 Guidelines posted in state's six major languages (in addition to English)	Mon 7/9/07	Mon 7/9/07
1201	**20 Reporting Test Results to CDE (CSTs, CAPA, NAA, STS, and NRT) (SECTION 3.13)**	**Fri 1/6/06**	**Mon 8/27/07**
1202	20.1 Delivery of Summary Reports to CDE (PEM) Begun	Mon 7/30/07	Mon 7/30/07
1203	20.2 County/State Media #1 & corresponding paper reports shipped to CDE	Fri 8/3/07	Fri 8/3/07
1204	20.3 County/State Media #2 & corresponding paper reports shipped to CDE	Mon 8/27/07	Mon 8/27/07
1205	20.4 Delivery of Summary Reports to CDE (PEM) Complete	Mon 8/27/07	Mon 8/27/07
1206	20.5 .2 Pre-ID Files - Deliver April snapshot to CDE	Fri 4/20/07	Fri 4/20/07

ID	Task Name	Start	Finish
1207	**20.6 Internet Reporting Site**	**Fri 1/6/06**	**Tue 7/18/06**
1208	20.6.1 Internet Reporting Begun	Fri 1/6/06	Fri 1/6/06
1209	**20.6.2 Internet Reporting Site**	**Mon 1/9/06**	**Tue 7/18/06**
1210	20.6.2.1 Web Reporting Change Requests Due from CDE	Mon 1/9/06	Mon 1/9/06
1211	20.6.2.2 Web Reporting Business Requirements Updated	Tue 1/10/06	Mon 4/17/06
1212	20.6.2.3 Web Reporting Business Requirements Approved by CDE	Tue 4/18/06	Tue 4/25/06
1213	20.6.2.4 Web Reporting Specifications Final	Tue 4/25/06	Tue 4/25/06
1214	**20.6.2.5 Content Updates**	**Mon 3/27/06**	**Tue 7/18/06**
1215	20.6.2.5.1 Content Update Begins	Mon 3/27/06	Mon 3/27/06
1216	20.6.2.5.2 Content Update 1 Due from CDE	Tue 3/28/06	Tue 3/28/06
1217	20.6.2.5.3 Content Update 2 Due from CDE	Fri 5/26/06	Fri 5/26/06
1218	20.6.2.5.4 Content Update 3 Due from CDE	Tue 6/20/06	Tue 6/20/06
1219	20.6.2.5.5 Content Update 4 Due from CDE	Tue 7/18/06	Tue 7/18/06
1220	20.6.2.5.6 Content Update Complete	Tue 7/18/06	Tue 7/18/06
1221	20.6.3 .12 Web Site Security Features and FTP	Tue 1/10/06	Thu 1/12/06
1222	20.6.4 Internet Reporting Complete	Tue 7/18/06	Tue 7/18/06
1223	**21 Technical Report, Other Reports, Analyses, and Data Collection (CSTs, CAPA, NAA, and STS) (SECTION 14)**	**Mon 8/13/07**	**Wed 10/31/07**
1224	**21.1 Technical Report**	**Mon 8/13/07**	**Wed 10/31/07**
1225	**21.1.1 Technical Manual**	**Mon 8/13/07**	**Wed 10/31/07**
1226	21.1.1.1 Work on Technical Manual Begun	Mon 8/13/07	Mon 8/13/07
1227	21.1.1.2 Prepare Technical Manual	Tue 8/14/07	Mon 10/8/07
1228	21.1.1.3 Technical Manual to editorial	Tue 10/9/07	Tue 10/9/07
1229	21.1.1.4 Editorial reviews manual	Wed 10/10/07	Tue 10/16/07
1230	21.1.1.5 CDE Reviews Manual	Wed 10/17/07	Wed 10/24/07
1231	21.1.1.6 Revise technical manual	Thu 10/25/07	Tue 10/30/07
1232	21.1.1.7 Deliver technical manual to CDE	Wed 10/31/07	Wed 10/31/07
1233	21.1.1.8 Work on Technical Manual Complete	Wed 10/31/07	Wed 10/31/07

Presented to:
State Board of Education, Department of Finance, and
California Department of Education
Standards and Assessment Division
March 1, 2006

BUDGET PROPOSAL BY FISCAL YEARS
SUBMISSION FOR THE STAR PROGRAM

Exhibit B
Section 7

Presented by: Educational Testing Service, with CTB/McGraw-Hill, CAT/6, Abbreviated/Survey Battery NRT

	Estimated Number of Test Takers	Grades to be Tested	Fiscal Year 2005-06 January 2006 - June 2006	Fiscal Year 2006-07 July 2006 - June 2007	Fiscal Year 2007-08 July 2007 - June 2008	Fiscal Year 2008-09 July 2008 - June 2009	Fiscal Year 2009-10 July 2009 - December 2009	Total Costs
2007 Test Administration Cycle								
Administrative and Program Support (Tasks 1, 2, 3, 5, and 13)			$ 420,642	$ 4,609,820	$ 677,964			**$ 5,708,426**
NRT Costs (Task 4)	973,479	3 and 7	$ 7,602	$ 2,712,375	$ 231,931			**$ 2,951,908**
CST Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	4,991,746	2 through 11	$ 1,722,557	$ 31,285,860	$ 5,784,689			**$ 38,793,106**
CAPA Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	49,918	2 through 11	$ 153,912	$ 1,449,101	$ 559,304			**$ 2,162,317**
CMA Costs (Task 6 only)	99,835	2 through 11	$ 794,845	$ 2,249,322	$ 749,687			**$ 3,793,854**
STS Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	102,640	2 through 11	$ 1,559,975	$ 2,459,237	$ 469,634			**$ 4,488,846**
Total cost for 2007 test administration cycle:			**$ 4,659,533**	**$ 44,765,715**	**$ 8,473,209**			**$ 57,898,457**
2008 Test Administration Cycle								
Administrative and Program Support (Tasks 1, 2, 3, 5, and 13)				$ 570,753	$ 4,903,836	$ 480,968		**$ 5,955,557**
NRT Costs (Task 4)	978,380	3 and 7		$ 12,678	$ 2,723,860	$ 239,087		**$ 2,975,625**
CST Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	4,985,058	2 through 11	$ 2,310	$ 1,220,479	$ 31,123,010	$ 5,599,432		**$ 37,945,231**
CAPA Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	49,853	2 through 11		$ 73,145	$ 1,356,983	$ 547,998		**$ 1,978,126**
CMA Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	99,699	2 through 11		$ 300,245	$ 2,263,532	$ 919,541		**$ 3,483,318**
STS Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	102,771	2 through 11		$ 1,434,078	$ 2,824,771	$ 445,186		**$ 4,704,035**
Total cost for 2008 test administration cycle:			**$ 2,310**	**$ 3,611,378**	**$ 45,195,992**	**$ 8,232,212**		**$ 57,041,892**
2009 Test Administration Cycle								
Administrative and Program Support (Tasks 1, 2, 3, 5, and 13)			$ -	$ -	$ 451,953	$ 5,028,239	$ 612,261	**$ 6,092,453**
NRT Costs (Task 4)	971,643	3 and 7	$ -	$ -	$ 12,678	$ 2,712,661	$ 228,193	**$ 2,953,532**
CST Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	4,983,369	2 through 11	$ -	$ -	$ 1,216,164	$ 31,010,539	$ 5,458,810	**$ 37,685,513**
CAPA Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	49,833	2 through 11	$ -	$ -	$ 103,550	$ 1,291,801	$ 500,722	**$ 1,896,073**
CMA Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	99,667	2 through 11	$ -	$ -	$ 205,236	$ 1,994,757	$ 733,218	**$ 2,933,211**
STS Costs (Tasks 6, 7, 8, 9, 10, 11, 12, and 14)	102,870	2 through 11	$ -	$ -	$ 615,631	$ 2,539,325	$ 412,383	**$ 3,567,339**
Total cost for 2009 test administration cycle:			$	$	$ 2,605,212	$ 44,577,322	$ 7,945,587	**$ 55,128,121**
Total cost per fiscal year:			**$ 4,661,843**	**$ 48,377,093**	**$ 56,274,413**	**$ 52,809,534**	**$ 7,945,587**	
Total cost for all three administration cycles:								**$ 170,068,470**

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Presenmted to:
State Board of Education, Department of Finance, and
California Department of Education
Standards and Assessment Division
March 1, 2006

BUDGET PROPOSAL BY TASK
SUBMISSION FOR THE STAR PROGRAM
Per Pupil and Fixed Costs by Task

Exhibit B
Section 8

Presented by: Educational Testing Service, with CTB/McGraw-Hill, CAT/6, Abbreviated/Survey Battery NRT

2007 Test Administration Cycle

			RFS Section	Task	A Per Pupil Rate	B Per Pupil Costs*	C Fixed Costs	D Total Costs (B + C)	E Total Per Pupil Cost (Column D divided by # test takers)
Administrative and Program Support Costs									
			3.1	Task 1: Comprehensive Plan and Schedule			$ 983,347	$ 983,347	$ 0.16
			3.2	Task 2: Program Support Services			$ 4,143,433	$ 4,143,433	$ 0.67
			3.3	Task 3: Test Security Measures			$ 37,056	$ 37,056	$ 0.01
			3.5	Task 5: Item Bank/Data Management/Documentation			$ 461,424	$ 461,424	$ 0.07
			3.13	Task 13: Reporting Results to CDE			$ 83,166	$ 83,166	$ 0.01
				Subtotal			$ 5,708,426	$ 5,708,426	$ 0.92
NRT Costs									
Estimated Number of Test Takers:		**973,479**	3.4	Task 4: Norm-referenced Test	**$ 2.7010750**	$ 2,629,440	$ 322,468	$ 2,951,908	3.03
Grades to be Tested:		**3 and 7**							
CST Costs									
Estimated Number of Test Takers:		**4,991,746**	3.6	Task 6: Item and Task Development			$ 2,039,795	$ 2,039,795	$ 0.41
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 0.6991894**	$ 3,490,175	$ 200,521	$ 3,690,696	$ 0.74
Subject	# Items (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.2521905**	$ 1,258,870	$ 119,854	$ 1,378,724	$ 0.28
			3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 1.1876581**	$ 5,928,487	$ 644,937	$ 6,573,424	$ 1.32
English-language Arts:	**840**	**566**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.6318566**	$ 3,154,067	$ 10,051	$ 3,164,118	$ 0.63
Mathematics:	**420**	**377**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 1.5338508**	$ 7,656,593	$ 8,819,777	$ 16,476,370	$ 3.30
History-Social Science:	**126**	**472**	3.12	Task 12: Reporting Results to LEAs	**$ 0.6348626**	$ 3,169,072	$ 2,223,707	$ 5,392,779	$ 1.08
Science:	**840**	**472**	3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 77,200	$ 77,200	$ 0.02
				Subtotal	**$ 4.939608**	$ 24,657,264	$ 14,135,842	$ 38,793,106	$ 7.77
CAPA Costs									
Estimated Number of Test Takers:		**49,918**	3.6	Task 6: Item and Task Development	-		$ 640,466	$ 640,466	$ 12.83
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 3.6291518**	$ 181,159	$ 1,665	$ 182,824	$ 3.66
Subject	# Tasks (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.1549541**	$ 7,734	$ 1,257	$ 8,991	$ 0.18
			3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 4.9581714**	$ 247,501	$ 39,276	$ 286,777	$ 5.74
English-language Arts:	**60**	**787**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.3821066**	$ 19,073	$ 117	$ 19,190	$ 0.38
Mathematics:	**60**	**787**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 11.6255258**	$ 580,322	$ 364,133	$ 944,455	$ 18.92
History-Social Science:			3.12	Task 12: Reporting Results to LEAs	**$ 0.5639448**	$ 28,150	$ 25,291	$ 53,441	$ 1.07
Science:	**48**	**787**	3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 26,173	$ 26,173	$ 0.52
				Subtotal	**$ 21.3138545**	$ 1,063,939	$ 1,098,378	$ 2,162,317	$ 43.32

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Presenmted to:
State Board of Education, Department of Finance, and
California Department of Education
Standards and Assessment Division
March 1, 2006

BUDGET PROPOSAL BY TASK
SUBMISSION FOR THE STAR PROGRAM
Per Pupil and Fixed Costs by Task

Exhibit B
Section 8

Presented by: Educational Testing Service, with CTB/McGraw-Hill, CAT/6, Abbreviated/Survey Battery NRT

2007 Test Administration Cycle

			RFS Section	Task	A Per Pupil Rate	B Per Pupil Costs*	C Fixed Costs	D Total Costs (B + C)	E Total Per Pupil Cost (Column D divided by # test takers)
CMA Costs**									
Estimated Number of Field Test Takers:		**99,835**	3.6	Task 6**: Item and Task Development (field test only)			$ 1,435,258	$ 1,435,258	$ 12.96
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 3.0089390**	$ 300,398	$ 100,133	$ 400,530	$ 4.01
Subject	# Tasks (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.2116590**	$ 21,130	$ 7,045	$ 28,175	$ 0.28
			3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 3.7684170**	$ 376,219	$ 94,056	$ 470,275	$ 4.71
English-language Arts:	**560**	**776**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.4392340**	$ 43,850	$ 4,723	$ 48,573	$ 0.49
Mathematics:	**560**	**776**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 8.3591520**	$ 834,535	$ 278,180	$ 1,112,715	$ 11.15
Science:	**731**	**776**	3.12	Task 12: Reporting Results to LEAs	**$ 0.8936840**	$ 89,220	$ 133,833	$ 223,053	$ 2.23
			3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 75,275	$ 75,275	$ 0.75
				Subtotal	**$ 16.6810850**	$ 1,665,352	$ 2,128,503	$ 3,793,854	$ 36.58

**Bidders are to provide estimated costs for Task 6 for the CMA in the absence of approved blueprints. Once CMA blueprints are approved by the SBE, the successful bidder will be expected to provide a final budget for Task 6 for the CMA.

STS Costs									
Estimated Number of Test Takers:		**102,640**	3.6	Task 6: Item and Task Development			$ 2,152,128	$ 2,152,128	$ 19.90
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 4.9690179**	$ 510,019	$ 111,217	$ 621,236	$ 6.05
Subject	# Items (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.2170109**	$ 22,273	$ 4,615	$ 26,888	$ 0.26
			3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 3.2370323**	$ 332,248	$ 40,901	$ 373,149	$ 3.64
Reading/Language Arts:	**1566**	**405**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.4204208**	$ 43,151	$ 2,433	$ 45,584	$ 0.44
Mathematics:	**1386**	**405**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 5.7783028**	$ 593,084	$ 414,828	$ 1,007,912	$ 9.82
			3.12	Task 12: Reporting Results to LEAs	**$ 1.2211321**	$ 125,336	$ 95,167	$ 220,503	$ 2.15
			3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 41,446	$ 41,446	$ 0.40
				Subtotal	**$ 15.8429168**	$ 1,626,111	$ 2,862,735	$ 4,488,846	$ 42.66
Grand Total						**$ 31,642,106**	**$ 26,256,352**	**$ 57,898,457**	**$ 9.31**

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Presenmted to:
State Board of Education, Department of Finance, and
California Department of Education
Standards and Assessment Division
March 1, 2006

BUDGET PROPOSAL BY TASK
SUBMISSION FOR THE STAR PROGRAM
Per Pupil and Fixed Costs by Task

Exhibit B
Section 8

Presented by: Educational Testing Service, with CTB/McGraw-Hill, CAT/6, Abbreviated/Survey Battery NRT

2008 Test Administration Cycle

			RFS Section	Task	A Per Pupil Rate	B Per Pupil Costs*	C Fixed Costs	D Total Costs (B + C)	E Total Per Pupil Cost (Column D divided by # test takers)
Administrative and Program Support Costs									
			3.1	Task 1: Comprehensive Plan and Schedule			$ 836,343	$ 836,343	$ 0.13
			3.2	Task 2: Program Support Services			$ 4,289,886	$ 4,289,886	$ 0.69
			3.3	Task 3: Test Security Measures			$ 37,056	$ 37,056	$ 0.01
			3.5	Task 5: Item Bank/Data Management/Documentation			$ 467,675	$ 467,675	$ 0.08
			3.13	Task 13: Reporting Results to CDE			$ 324,597	$ 324,597	$ 0.05
				Subtotal			$ 5,955,557	$ 5,955,557	$ 0.96
NRT Costs									
Estimated Number of Test Takers:		**978,380**	3.4	Task 4: Norm-referenced Test	**$ 2.7117850**	$ 2,653,157	$ 322,468	$ 2,975,625	3.04
Grades to be Tested:		**3 and 7**							
CST Costs									
Estimated Number of Test Takers:		**4,985,058**	3.6	Task 6: Item and Task Development			$ 2,039,795	$ 2,039,795	$ 0.41
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 0.7298809**	$ 3,638,498	$ 110,737	$ 3,749,235	$ 0.75
Subject	# Items (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.1757395**	$ 876,071	$ 436,890	$ 1,312,961	$ 0.26
			3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 1.1904884**	$ 5,934,653	$ 576,457	$ 6,511,110	$ 1.31
English-language Arts:	**840**	**566**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.6325741**	$ 3,153,418	$ 6,783	$ 3,160,201	$ 0.63
Mathematics:	**420**	**377**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 1.7525611**	$ 8,736,618	$ 8,021,018	$ 16,757,636	$ 3.36
History-Social Science:	**126**	**472**	3.12	Task 12: Reporting Results to LEAs	**$**	$ -	$ 4,337,095	$ 4,337,095	$ 0.87
Science:	**840**	**472**	3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 77,198	$ 77,198	$ 0.02
				Subtotal	**$ 4.481244**	$ 22,339,258	$ 15,605,973	$ 37,945,231	$ 7.61
CAPA Costs									
Estimated Number of Test Takers:		**49,853**	3.6	Task 6: Item and Task Development	-		$ 340,896	$ 340,896	$ 6.84
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 2.9085310**	$ 144,998	$ 1,507	$ 146,505	$ 2.94
Subject	# Tasks (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.1148376**	$ 5,724	$ 3,268	$ 8,992	$ 0.18
			3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 4.8569594**	$ 242,133	$ 38,953	$ 281,086	$ 5.64
English-language Arts:	**60**	**787**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.3820030**	$ 19,043	$ 49	$ 19,092	$ 0.38
Mathematics:	**60**	**787**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 11.5871863**	$ 577,655	$ 364,165	$ 941,820	$ 18.89
History-Social Science:			3.12	Task 12: Reporting Results to LEAs	**$**	$ -	$ 213,561	$ 213,561	$ 4.28
Science:	**48**	**787**	3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 26,174	$ 26,174	$ 0.53
				Subtotal	**$ 19.8495173**	$ 989,553	$ 988,573	$ 1,978,126	$ 39.68

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Presenmted to:
State Board of Education, Department of Finance, and
California Department of Education
Standards and Assessment Division
March 1, 2006

BUDGET PROPOSAL BY TASK
SUBMISSION FOR THE STAR PROGRAM
Per Pupil and Fixed Costs by Task

Exhibit B
Section 8

Presented by: Educational Testing Service, with CTB/McGraw-Hill, CAT/6, Abbreviated/Survey Battery NRT

2008 Test Administration Cycle

			RFS Section	Task	A Per Pupil Rate	B Per Pupil Costs*	C Fixed Costs	D Total Costs (B + C)	E Total Per Pupil Cost (Column D divided by # test takers)
CMA Costs**									
Estimated Number of Field Test		**99,699**	3.6	Task 6**: Item and Task Development (field test only)			$ 977,841	$ 977,841	$ 7.91
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 4.1804750**	$ 416,789	$ 138,930	$ 555,719	$ 5.57
Subject	# Tasks (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.2060550**	$ 20,543	$ 6,850	$ 27,393	$ 0.27
			3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 3.9495570**	$ 393,766	$ 98,444	$ 492,210	$ 4.94
English-language Arts:	**390**	**776**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.4309770**	$ 42,967	$ 4,629	$ 47,596	$ 0.48
Mathematics:	**390**	**776**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 8.1351320**	$ 811,064	$ 270,357	$ 1,081,421	$ 10.85
Science:	**482**	**776**	3.12	Task 12: Reporting Results to LEAs	**$ 0.9061670**	$ 90,343	$ 135,520	$ 225,863	$ 2.27
			3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 75,275	$ 75,275	$ 0.76
				Subtotal	**$ 17.8083630**	$ 1,775,472	$ 1,707,846	$ 3,483,318	$ 33.05

**Bidders are to provide estimated costs for Task 6 for the CMA in the absence of approved blueprints. Once CMA blueprints are approved by the SBE, the successful bidder will be expected to provide a final budget for Task 6 for the CMA.

STS Costs									
Estimated Number of Test Takers:		**102,771**	3.6	Task 6: Item and Task Development			$ 2,033,002	$ 2,033,002	$ 18.70
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 6.8449368**	$ 703,460	$ 116,036	$ 819,496	$ 7.97
Subject	# Items (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.1522024**	$ 15,641	$ 10,450	$ 26,091	$ 0.25
			3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 5.0568740**	$ 519,699	$ 38,819	$ 558,518	$ 5.43
Reading/Language Arts:	**1566**	**405**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.4145138**	$ 42,599	$ 2,010	$ 44,609	$ 0.43
Mathematics:	**1386**	**405**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 3.2918722**	$ 338,308	$ 636,260	$ 974,568	$ 9.48
			3.12	Task 12: Reporting Results to LEAs	**$**	$ -	$ 206,306	$ 206,306	$ 2.01
			3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 41,445	$ 41,445	$ 0.40
				Subtotal	**$ 15.7603992**	$ 1,619,707	$ 3,084,328	$ 4,704,035	$ 44.67
Grand Total					-	**$ 29,377,147**	**$ 27,664,745**	**$ 57,041,892**	**$ 9.18**

Presenmted to:
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March 1, 2006

BUDGET PROPOSAL BY TASK
SUBMISSION FOR THE STAR PROGRAM
Per Pupil and Fixed Costs by Task

Exhibit B
Section 8

Presented by: Educational Testing Service, with CTB/McGraw-Hill, CAT/6, Abbreviated/Survey Battery NRT

2009 Test Administration Cycle

		RFS Section	Task	A Per Pupil Rate	B Per Pupil Costs*	C Fixed Costs	D Total Costs (B + C)	E Total Per Pupil Cost (Column D divided by # test takers)
Administrative and Program Support Costs								
		3.1	Task 1: Comprehensive Plan and Schedule			$ 859,671	$ 859,671	$ 0.14
		3.2	Task 2: Program Support Services			$ 4,368,301	$ 4,368,301	$ 0.70
		3.3	Task 3: Test Security Measures			$ 37,056	$ 37,056	$ 0.01
		3.5	Task 5: Item Bank/Data Management/Documentation			$ 502,826	$ 502,826	$ 0.08
		3.13	Task 13: Reporting Results to CDE			$	$ 324,599	$ 0.05
			Subtotal			$ 6,092,453 324,599	$ 6,092,453	$ 0.98
NRT Costs								
Estimated Number of Test Takers:	**971,643**	3.4	Task 4: Norm-referenced Test	**$ 2.7078510**	$ 2,631,064	$ 322,468	$ 2,953,532	3.04
Grades to be Tested:	**3 and 7**							
CST Costs								
Estimated Number of Test Takers:	**4,983,369**	3.6	Task 6: Item and Task Development			$ 2,073,059	$ 2,073,059	$ 0.42
Grades to be Tested:	**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 0.730108**	$ 3,638,398	$ 48,108	$ 3,686,506	$ 0.74
Subject	# Items (Task 6) / Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.240413**	$ 1,198,064	$ 108,780	$ 1,306,844	$ 0.26
		3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 1.181297**	$ 5,886,840	$ 586,913	$ 6,473,753	$ 1.30
English-language Arts:	**840** / **566**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.632558**	$ 3,152,271	$ 6,785	$ 3,159,056	$ 0.63
Mathematics:	**420** / **377**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 1.690870**	$ 8,426,228	$ 7,921,996	$ 16,348,224	$ 3.28
History-Social Science:	**126** / **472**	3.12	Task 12: Reporting Results to LEAs	**$ 0.629393**	$ 3,136,498	$ 1,424,374	$ 4,560,872	$ 0.92
Science:	**840** / **472**	3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 77,199	$ 77,199	$ 0.02
			Subtotal	**$ 5.1046397**	$ 25,438,299	$ 12,247,214	$ 37,685,513	$ 7.56
CAPA Costs								
Estimated Number of Test Takers:	**49,833**	3.6	Task 6: Item and Task Development	-		$ 427,582	$ 427,582	$ 8.58
Grades to be Tested:	**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	**$ 2.9065278**	$ 144,840	$ 1,665	$ 146,505	$ 2.94
Subject	# Tasks (Task 6) / Cost per Item	3.8	Task 8: Pre-Identification and Ordering	**$ 0.1542752**	$ 7,687	$ 1,234	$ 8,921	$ 0.18
		3.9	Task 9: Test Materials Production/Packaging/Shipping	**$ 4.8006943**	$ 239,232	$ 39,546	$ 278,778	$ 5.59
English-language Arts:	**60** / **787**	3.10	Task 10: Delivery and Collection of Test Materials	**$ 0.3793670**	$ 18,904	$ 117	$ 19,021	$ 0.38
Mathematics:	**60** / **787**	3.11	Task 11: Test Processing, Scoring, and Analysis	**$ 11.5762045**	$ 576,876	$ 361,416	$ 938,292	$ 18.83
History-Social Science:		3.12	Task 12: Reporting Results to LEAs	**$ 0.5314951**	$ 26,485	$ 24,315	$ 50,800	$ 1.02
Science:	**48** / **787**	3.14	Task 14: Technical Report/Other Reports/Analyses/Data	**$**	$ -	$ 26,174	$ 26,174	$ 0.53
			Subtotal	**$ 20.3485639**	$ 1,014,024	$ 882,049	$ 1,896,073	$ 38.05

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Presenmted to:
State Board of Education, Department of Finance, and
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March 1, 2006

BUDGET PROPOSAL BY TASK
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Per Pupil and Fixed Costs by Task

Exhibit B
Section 8

Presented by: Educational Testing Service, with CTB/McGraw-Hill, CAT/6, Abbreviated/Survey Battery NRT

2009 Test Administration Cycle

			RFS Section	Task	A Per Pupil Rate	B Per Pupil Costs*	C Fixed Costs	D Total Costs (B + C)	E Total Per Pupil Cost (Column D divided by # test takers)
CMA Costs**									
Estimated Number of Field Test		**99,667**	3.6	Task 6**: Item and Task Development (field test only)			$ 706,627	$ 706,627	$ 6.11
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	$ 4.1209550	$ 410,723	$ 136,908	$ 547,631	$ 5.49
Subject	# Tasks (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	$ 0.2008090	$ 20,014	$ 6,673	$ 26,687	$ 0.27
			3.9	Task 9: Test Materials Production/Packaging/Shipping	$ 2.2554720	$ 224,796	$ 56,200	$ 280,996	$ 2.82
English-language Arts:	**270**	**776**	3.10	Task 10: Delivery and Collection of Test Materials	$ 0.4270210	$ 42,559	$ 4,585	$ 47,144	$ 0.47
Mathematics:	**270**	**776**	3.11	Task 11: Test Processing, Scoring, and Analysis	$ 7.7840210	$ 775,810	$ 258,605	$ 1,034,415	$ 10.38
Science:	**372**	**776**	3.12	Task 12: Reporting Results to LEAs	$ 0.8606020	$ 85,773	$ 128,664	$ 214,437	$ 2.15
			3.14	Task 14: Technical Report/Other Reports/Analyses/Data	$	$ -	$ 75,274	$ 75,274	$ 0.76
				Subtotal	$ 15.6488800	$ 1,559,675	$ 1,373,536	$ 2,933,211	$ 28.45

**Bidders are to provide estimated costs for Task 6 for the CMA in the absence of approved blueprints. Once CMA blueprints are approved by the SBE, the successful bidder will be expected to provide a final budget for Task 6 for the CMA.

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STS Costs									
Estimated Number of Test Takers:		**102,870**	3.6	Task 6: Item and Task Development			$ 1,068,290	$ 1,068,290	$ 9.73
Grades to be Tested:		**2 through 11**	3.7	Task 7: Test Form, Test Booklet, & Answer Document	$ 5.7062992	$ 587,006	$ 98,196	$ 685,202	$ 6.66
Subject	# Items (Task 6)	Cost per Item	3.8	Task 8: Pre-Identification and Ordering	$ 0.2022552	$ 20,805	$ 3,473	$ 24,278	$ 0.24
			3.9	Task 9: Test Materials Production/Packaging/Shipping	$ 5.8926023	$ 606,171	$ 37,170	$ 643,341	$ 6.25
Reading/Language Arts:	**1566**	**405**	3.10	Task 10: Delivery and Collection of Test Materials	$ 0.3962185	$ 40,758	$ 2,040	$ 42,798	$ 0.42
Mathematics:	**1386**	**405**	3.11	Task 11: Test Processing, Scoring, and Analysis	$ 5.0487314	$ 519,362	$ 366,302	$ 885,664	$ 8.61
			3.12	Task 12: Reporting Results to LEAs	$ 0.9824341	$ 101,062	$ 75,258	$ 176,320	$ 1.71
			3.14	Task 14: Technical Report/Other Reports/Analyses/Data	$	$ -	$ 41,446	$ 41,446	$ 0.40
				Subtotal	$ 18.22854	$ 1,875,164	$ 1,692,175	$ 3,567,339	$ 34.02
Grand Total						**$ 32,518,226**	**$ 22,609,895**	**$ 55,128,121**	**$ 8.88**

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ITEM # 8

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Independent Evaluation of Standards and Assessment Program: Request for Proposals	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the Request for Proposals (RFP) for an independent evaluation those of its assessment systems that are required for federal Title I accountability, including the Standardized Testing and Reporting (STAR) program and the California High School Exit Examination (CAHSEE) program.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

None.

SUMMARY OF KEY ISSUES

The California 2005-06 budget appropriated $2,000,000 from Federal Title I funds to contract for an independent evaluation to determine whether California has met the assessment requirements of NCLB relating to commonly accepted professional standards for validity and reliability of large scale assessments when used for statewide accountability programs. The expenditure of these funds is contingent on approval by the SBE and the Department of Finance.

The RFP will invite submissions for an independent alignment study of California's standards and assessments system, the development of aligned descriptors for achievement standards, an evaluation of the effects of variations, modifications and accommodations on the constructs being assessed, and an external audit of the extent to which the assessment program contractor's implementation of California's assessment program meets NCLB requirements.

The NCLB reformed Federal educational programs to require states to establish challenging standards, develop aligned assessments, and build accountability systems for districts and schools. California’s Assessment System was designed and implemented before NCLB became law.

SUMMARY OF KEY ISSUES

To determine whether States have met NCLB standards and assessments requirements, the United States Department of Education (ED) is using a peer review process. The peer review examines evidence compiled and submitted by each State that is intended to show that its assessment system meets NCLB requirements. Such evidence may include, but is not limited to, results from independent evaluation studies.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs for the contract (up to $2,000,000) are contained in the 2005-06 State budget.

ATTACHMENT(S)

A copy of the Request for Proposals will be provided as a last minute memorandum.

ITEM #9

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Approval of Revised Blueprints for the California Alternate Performance Assessment	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the revised blueprints for the California Alternate Performance Assessment (CAPA).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The CAPA was initially developed by the CDE's Special Education Division as required by the Individuals with Disabilities Education Act (IDEA). The No Child Left Behind (NCLB) Act allowed states to develop an assessment based on alternate achievement standards for students with significant cognitive disabilities. In January 2005, the SBE approved an extension of the CAPA contract with Educational Testing Service (ETS) through December 31, 2006. In addition, the SBE approved adding CAPA to the Standardized Testing and Reporting (STAR) Program ETS contract. Since CAPA is one of the state assessments used for accountability, it must comply with NCLB requirements. A revision of the CAPA blueprints has focused on strengthening the link between the test items and grade level content standards.

SUMMARY OF KEY ISSUES

An Assessment Review Panel (ARP) representing educators from both special education and general education was convened December 2-3, 2005, February 3-4, 2006. The task of the panel was to determine how the California content standards could be reduced in complexity or modified to reflect prerequisite or enabling skills. Since assessments based on alternate achievement standards may cover a narrower range of content than assessments based on grade-level achievement standards, only those standards which were deemed meaningful to students with the most significant cognitive disabilities were selected. The objective was to promote access to the general curriculum yet reflect the highest achievement standards possible for the population of students eligible to take the CAPA.

FISCAL ANALYSIS (AS APPROPRIATE)

Funding for this activity was approved by the SBE in the ETS 2006 Scope of Work.

ATTACHMENT(S)

Attachment 1: Proposed CAPA Blueprints (42 Pages)

California Alternate Performance Assessment
Proposed Blueprints

The California Alternate Performance Assessment (CAPA) is designed to assess those students with significant cognitive disabilities who cannot participate in the California Standards Tests even with accommodations and modifications. The CAPA links directly to the California academic content standards.

Currently, the CAPA assesses student achievement of a subset of the kindergarten through grade two content standards and is based on the designated core curriculum for students with significant cognitive disabilities. Mathematics assesses a subset of 18 content standards, science assesses a subset of 19 content standards, and English-language arts assesses a subset of 24 content standards.

The proposed new blueprints have been developed to reflect the portions of the content standards from kindergarten through high school that are accessible to students with significant cognitive disabilities. Skills assessed through this blueprint will allow CAPA children to demonstrate what they are know and are able to do.

The CAPA is administered at five different levels; the level at which a student is assessed is dependent upon the grade enrolled (level I is the exception, and is administered to any student enrolled in grades 2 – 11 as designated in the student's Individualized Education Program (IEP) Plan. Each level of CAPA consists of eight performance tasks, all of which are illustrated on the blueprint. The attached tables show the proposed CAPA blueprints, delineated out by level.

The blueprint for each level lists the California content standards for use on the CAPA. Standards assessed are listed by strand, and are denoted by a check mark (✓). The number of tasks assessed for a given strand is also indicated. Only one alternate standard is targeted for assessment in an individual task. Each standard has an equal opportunity for representation on the CAPA operational form in a given administration.

The Level I CAPA is designed to assess students enrolled in any grade level from 2 through 11. These students are the most significantly cognitively disabled students, with cognitive ability ranging from 0 – 24 months. Because the Level I CAPA is for the most significantly cognitively disabled students, the alternate standards are linked to the Kindergarten to grade two content standards. Assessments are available in English-language arts, mathematics, and science.

The Level II CAPA is designed to assess students enrolled in grades two and three, and is available in English-language arts and mathematics.

The Level III CAPA is designed to assess students enrolled in grades four and five, and is available in English-language arts, mathematics, and science.

The Level IV CAPA is designed to assess students enrolled in grades six, seven, and eight in English-language arts, mathematics, and science.

The Level V CAPA is designed to assess students enrolled in grades 9 – 11 in English-language arts, mathematics, and science.

New CAPA tasks will be field-tested in 2007. A new standards-setting will be conducted in 2008.

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level I

California Content Standards		
Number Sense:	**Number of Tasks:**	**3**
	Percentage of Test:	**37.5%**
Kindergarten		
1.0	**Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):**	
1.2	Count, recognize, represent, name, and order a number of objects (up to 30). ✓ Indicate quantity of "1". ✓ Indicate quantities of more than 1. ✓ Match printed numerals to same.	
Grade 1		
1.0	**Students understand and use numbers up to 100:**	
1.1	Count, read, and write whole numbers to 100. ✓ Count whole numbers to 3.	
2.0	**Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:**	
2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number. ✓ Identify one more than. ✓ Identify more and less. ✓ Demonstrate the ability to give "one more".	
Algebra and Functions:	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
Kindergarten		
1.0	**Students sort and classify objects:**	
1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red). ✓ Match colors. ✓ Match shapes. ✓ Match sizes. ✓ Sort items by single attribute. ✓ Classify objects by category (i.e., food, clothing, animals).	

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level I

Measurement and Geometry:	**Number of Tasks:**	**3**
	Percentage of Test:	**37.5%**
Kindergarten		
1.0	**Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:**	
1.2	Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). ✓ Identify "day and night" from a set of pictures. ✓ Match activity to time of day. ✓ Follow a picture/word sequence schedule/calendar. ✓ Using pictures, identify activity which comes next on a given schedule system. ✓ Identify a clock.	
2.0	**Students identify common objects in their environment and describe the geometric features:**	
2.1	Identify and describe common objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone). ✓ Identify and describe common objects (e.g., triangle, square, rectangle, cube, sphere, cone).	
2.2	Compare familiar plane and solid objects by common attributes (e.g., position, shape, roundness, number of corners). ✓ Compare familiar plane and solid objects by size (i.e., which one is bigger).	
Statistics, Data Analysis, and Probability:	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
Grade 1		
1.0	**Students organize, represent, and compare data by category on simple graphs and charts:**	
1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs. ✓ Represent and compare concrete objects by placing on a chart and answering "Which is more?"	
Total Level I Tasks:	**Total Number of Tasks:**	**8**
	Percentage of Test:	**100%**

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level II

California Content Standards (Grade 2–3)	
Number Sense:	**Number of Tasks: 4** **Percentage of Test: 50%**
Grade 2	
1.0	**Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:**
1.1*	Count, read, and write whole numbers to 1,000 and identify the place value for each digit. ✓ Count and identify numbers from one to ten.
1.3*	Order and compare whole numbers to 1,000 by using the symbols <, =, >. ✓ Compare two sets of objects to determine which is equal by using the equal symbol.
2.0	**Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:**
2.2*	Find the sum or difference of two whole numbers up to 3 digits long. ✓ Find the sum of two whole numbers (limited to single digit numbers and sums up to five).
3.0	**Students model and solve simple problems involving multiplication and division:**
3.3*	Know the multiplication tables of 2's, 5's, and 10's (to "times 10") and commit them to memory. ✓ Count by 2's to ten from memory.
4.0	**Students understand that fractions and decimals may refer to parts of a set and parts of a whole.**
4.1*	Recognize, name, and compare unit fractions from 1/12 to 1/2. ✓ Recognize 1/2 and one whole using pictures and overlays of familiar objects.
4.3*	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one. ✓ Know that when all fractional parts are included, limited to two halves, the result is equal to the whole or to one.
5.0	**Students model and solve problems by representing, adding, and subtracting amounts of money.**
5.1*	Solve problems using combinations of coins and bills. ✓ Identify penny, quarter, and dollar bill.
5.2*	Know and use the decimal notation and the dollar and cent symbols for money. ✓ Recognize the dollar symbol.
Grade 3	
1.0	**Students understand the place value of whole numbers.**
1.1	Count, read, and write whole numbers to 10,000. ✓ Count and identify numbers from 1 to 15 and write numbers from 1 to 5.
1.2	Compare and order whole numbers to 10,000. ✓ Order whole numbers to 5.

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level II

2.0	**Students calculate and solve problems involving addition, subtraction, multiplication, and division.**
2.1*	Find the sum or difference of two whole numbers between 0 and 10,000. ✓ Find the sum of two whole numbers (limited to single digits and sums up to 10).
3.0	**Students will understand the relationship between whole number, simple fractions, and decimals.**
3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4). ✓ Compare halves and one whole. ✓ Recognize 1/4.
3.3*	Solve problems involving addition, subtraction, multiplication and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole number multipliers and divisors. ✓ Solve simple one-step problems involving addition of money amounts using either pennies or dollars.
Algebra and Functions:	**Number of Tasks: 1** **Percentage of Test: 12.5%**
Grade 3	
1.0	**Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:**
1.1*	Represent relationships of quantities in the form of mathematical expressions, equations and inequalities. ✓ Relate simple problem situations to number sentences involving addition with sums limited to 5.
1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?). ✓ Select appropriate operational sign to make a number sentence true, using numbers up to 5.
2.0	**Students represent simple functional relationships:**
2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4's or by multiplying the number of horses by 4). ✓ Extend and recognize an AB pattern by a single attribute. ✓ Extend and recognize an ABC pattern by a single attribute.
Measurement and Geometry:	**Number of Tasks: 2** **Percentage of Test: 25%**
Grade 2	
1.0	**Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.**
1.3*	Measure the length of an object to the nearest inch and/or centimeter. Measure the length of an object to the nearest foot (Not to exceed 3 ft.).

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level II

1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, and weeks in a year). ✓ Know relationships of time (night and day).
2.0	**Students identify and describe the attributes of common figures in the plane and of common objects in space:**
2.1*	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices. ✓ Identify common geometric objects (e.g., circle, triangle, and square).
Grade 3	
1.0	**Students choose and use the appropriate units and measurement tools to quantify the properties of objects:**
1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects. ✓ Choose the appropriate tool to measure length and weight.
2.0	**Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:**
2.1*	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons). ✓ Identify an attribute of a square and triangle (sides only).
2.5	Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, and cylinder). ✓ Identify common three-dimensional objects (cube and cone).
Statistics, Data Analysis, and Probability:	**Number of Tasks: 1** **Percentage of Test: 12.5%**
Grade 2	
1.0	**Students collect numerical data and record, organize, display and interpret the data on bar graphs and other representations:**
1.4	Ask and answer simple questions related to data representations. ✓ Answer simple questions related to data representations.
Grade 3	
1.0	**Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:**
1.3*	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or line plot). ✓ Answer simple questions based on information from a chart, bar graph, or picture graph.
Total Level II Tasks:	**Total Number of Tasks: 8** **Percentage of Test 100%**

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level III

California Content Standards (Grade 4–5)	
Number Sense:	**Number of Tasks: 3** **Percentage of Test: 37.5%**
Grade 4	
1.0	**Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.**
1.1*	Read and write whole numbers in the millions. ✓ Write whole numbers to 15. ✓ Count and read whole numbers to 20. ✓ Identify the ones and tens place value of a whole number up to 15.
1.2*	Order and compare whole numbers and decimals to two decimal places. ✓ Order whole numbers to 10. ✓ Compare whole numbers using the > and = symbols.
1.7	Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line. ✓ Identify the fraction represented by a drawing of parts of a figure (1/2 and 1/4).
2.0	**Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.**
2.1	Estimate and compare the sum or difference of whole numbers and positive decimals to two places. ✓ Using a calculator, determine the sum of whole numbers up to 20.
3.0	**Students solve problems involving addition, subtraction, multiplication and division of whole numbers and understand the relationships among the operations.**
3.1*	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi-digit numbers. ✓ Using a set of numbers 1-5, find the difference of two whole numbers.
Grade 5	
1.0	**Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:**
1.5*	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers. ✓ Identify numbers up to 50 on a number line.
2.0	**Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:**
2.1*	Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. ✓ Add whole numbers with sums up to 50 and subtract single digit numbers.

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level III

2.3*	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form. ✓ Solve simple problems with sums up to 20, including ones arising in concrete situations, involving the addition and subtraction of whole numbers.
Algebra and Functions:	**Number of Tasks: 1** **Percentage of Test: 12.5%**
Grade 4	
1.0	**Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:**
1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions and equations (e.g., demonstrate an understanding and the use of the concept of a variable). ✓ Use a box to stand for a single digit number in simple equations where the sum is not more than 5.
Grade 5	
1.0	**Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:**
1.1	Use information taken from a graph or equation to answer questions about a problem situation. ✓ Use information taken from a graph to answer simple questions.
Measurement and Geometry:	**Number of Tasks: 2** **Percentage of Test: 25%**
Grade 4	
3.0	**Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.**
3.1	Identify lines that are parallel and perpendicular. ✓ Identify lines that are parallel.
3.2	Identify the radius and diameter of a circle. ✓ Identify the diameter of a circle.
3.3	Identify congruent figures. ✓ Identify congruent shapes.
3.6	Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid. ✓ Identify a face, an edge, or a vertex of a cube.

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level III

Grade 5	
1.0	**Students understand and compute the volumes and areas of simple objects:**
1.4	Differentiate between and use appropriate units of measures for, two- and three-dimensional objects (i.e., find perimeter, area, volume). ✓ Choose the appropriate tool to measure the liquid volume and weight/mass of a given object.
2.0	**Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:**
2.1*	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software). ✓ Identify common geometric shapes (rectangles, diamonds, octagons, and stars).
Statistics, Data Analysis, and Probability:	**Number of Tasks: 2** **Percentage of Test: 25%**
Grade 4	
1.0	**Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings.**
1.1	Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts. ✓ Represent data in a graph, table, or chart.
1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets. ✓ Identify the mode from a graph or representation.
1.3	Interpret one- and two-variable data graphs to answer questions about a situation. ✓ Answer a simple question related to a graph.
Grade 5	
1.0	**Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:**
1.1	Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ. ✓ Find the median of a sequenced data set containing 5 data points.
1.4*	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph. ✓ Identify a point up to five on a vertical number line. ✓ Identify a point up to five on a horizontal number line.
Total Level III Tasks:	**Total Number of Tasks: 8** **Percentage of Test: 100%**

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level IV

California Content Standards (Grade 3-6)		
Number Sense:	**Number of Tasks:**	**5**
	Percentage of Test:	**62.5%**
Grade 3		
1.0	**Students understand the place value of whole numbers.**	
1.4	Round up numbers to 10,000 to the nearest ten, hundred, and thousand. ✓ Round off prices to the nearest dollar.	
Grade 4		
3.0	**Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.**	
3.1*	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi-digit numbers. ✓ Using a calculator, solve addition problems with sums up to 75.	
Grade 6		
1.0*	**Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:**	
1.1*	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line. ✓ Order and compare numbers up to 75.	
2.0*	**Students calculate and solve problems involving addition, subtraction, multiplication, and division:**	
2.1	Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation. ✓ Using a calculator, solve addition and subtraction problems with sums up to 75.	
2.2	Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., 5/8 divided by 15/16 = 5/8 × 16/15 = 2/3). ✓ Use repetitive addition to explain multiplication.	
2.3*	Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations. ✓ Using a calculator, solve real-life addition and subtraction problems with sums up to 30.	
Algebra and Functions:	**Number of Tasks:**	**2**
	Percentage of Test:	**25%**
Grade 6		
1.0	**Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:**	
1.1*	Write and solve one-step linear equations in one variable. ✓ Solve one-step linear equations in one variable.	
2.0	**Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:**	
2.1	Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches). ✓ Convert one unit of measurement to another (e.g., foot to inches, feet to yard).	

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level IV

Measurement and Geometry:	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
Grade 3		
1.0	**Students choose and use the appropriate units and measurement tools to quantify the properties of objects:**	
1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects. ✓ Choose the appropriate tool to measure volume.	
Statistics, Data Analysis, and Probability:	**Number of Tasks:**	**0**
	Percentage of Test:	**0%**
Total Level IV Tasks:	**Total Number of Tasks:**	**8**
	Percentage of Test:	**100%**

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level V

California Content Standards (Grade 2-7)	
Number Sense:	**Number of Tasks: 7** **Percentage of Test: 87.5%**
Grade 2	
1.0	**Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.**
1.3*	Order and compare whole numbers to 1,000 by using the symbols <, =, >. ✓ Order and compare numbers up to 100.
4.0	**Students understand that fractions and decimals may refer to parts of a set and parts of a whole.**
4.3*	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one. ✓ Using concrete objects, know that when all fractional parts are included, the result is equal to the whole (i.e., halves and quarters).
5.0	**Students model and solve problems by representing, adding, and subtracting amounts of money.**
5.1*	Solve problems using combinations of coins and bills. ✓ Solve problems using combinations of coins and bills, rounded to the nearest dollar.
Grade 3	
2.0	**Students calculate and solve problems involving addition, subtraction, multiplication, and division.**
2.4*	Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers. (3,671 x 3 = __). ✓ Solve simple problems involving the multiplication of a one-digit number by a one-digit number.
3.0	**Students will understand the relationship between whole number, simple fractions, and decimals.**
3.2*	Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2). ✓ Using concrete objects, add unit fractions with like denominators (i.e., 1/2, 1/4).
Grade 4	
3.0	**Students solve problems involving addition, subtraction, multiplication and division of whole numbers and understand the relationships among the operations.**
3.1*	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multi-digit numbers. ✓ Using a calculator, solve addition problems with sums up to 100.
Grade 7	
1.0	**Students know the properties of, and compute with, rational numbers expressed in a variety of forms:**
1.2*	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers. ✓ Add and subtract whole numbers with sums up to 100. ✓ Multiply single-digit numbers using a calculator.

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Mathematics Blueprint
Level V

Algebra and Functions:	**Number of Tasks:**	**0**
	Percentage of Test:	**0%**
Measurement and Geometry:	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
Grade 3		
1.0	**Students choose and use the appropriate units and measurement tools to quantify the properties of objects:**	
1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects. ✓ Measure the liquid volume of a given quantity (i.e., 1/4 cup, 1/2 cup, and 1 cup).	
Statistics, Data Analysis, and Probability:	**Number of Tasks:**	**0**
	Percentage of Test:	**0%**
Total Level V Tasks:	**Total Number of Tasks:**	**8**
	Percentage of Test:	**100%**

✓ CAPA Alternate Achievement Standards are checked

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level I

CALIFORNIA CONTENT STANDARDS: Grades K – 2		
Physical Science:	**Number of Tasks:**	**3**
	Percentage of Test:	**38%**
Kindergarten		
1.	**Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:**	
1a.	*Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking.) ✓ Identify color of object ✓ Identify size of object ✓ Identify texture of object	
1b.	*Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other. ✓ Identify ice ✓ Identify water	
Grade 2		
1.	**The motion of objects can be observed and measured. As a basis for understanding this concept:**	
1c.	*Students know* the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force of the push or pull. ✓ Pull an object/switch ✓ Push an object/switch	
1e.	*Students know* objects fall to the ground unless something holds them up. ✓ Explore gravity by causing different objects to fall (e.g., feather, balloon, ball, etc.) ✓ Hold object and release upon request	
Life Science:	**Number of Tasks:**	**2**
	Percentage of Test:	**25%**
Kindergarten		
2.	**Different types of plants and animals inhabit the earth. As a basis for understanding this concept:**	
2c.	*Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs). ✓ Identify body parts on self ✓ Identify animal body parts	
Grade 1		
2.	**Plants and animals meet their needs in different ways. As a basis for understanding this concept:**	
2b.	*Students know* both plants and animals need water, animals need food, and plants need light. ✓ Identify animals ✓ Identify plants ✓ Sort animals from plants	

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level I

CALIFORNIA CONTENT STANDARDS: Grades K – 2		
Earth Science:	**Number of Tasks:**	**2**
	Percentage of Test:	**25%**
Kindergarten		
3.	**Earth is composed of land, air, and water. As a basis for understanding this concept:**	
1b.	*Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. ✓ Match pictures of weather to same ✓ Identify various kinds of weather	
Investigation and Experimentation:	**Number of Tasks:**	**1**
	Percentage of Test:	**12%**
Kindergarten		
4.	**Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:**	
4a.	Observe common objects by using the five senses. ✓ Attend to scents ✓ Attend to sound ✓ Attend to visual material	
4c.	Describe the relative position of objects by using one reference (e.g., above or below). ✓ Follow simple positional receptive instruction (e.g., put water in bowl) ✓ Position objects by using one reference (e.g., in, on, above, etc.)	
Total Level I Tasks:	**Total Number of Tasks:**	**8**
	Percentage of Test:	**100%**

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level III

CALIFORNIA CONTENT STANDARDS: Grades 4 and 5		
Physical Science:	**Number of Tasks:**	**2**
	Percentage of Test:	**25%**
Grade 4		
1.	**Electricity and magnetism are related effects that have many useful applications in everyday life.**	
1f.	*Students know* that magnets have two poles and that like poles repel each other while unlike poles attract each other. ✓ Know that some objects are attracted to magnets	
Grade 5		
1.	**Elements and their combinations account for all the varied types of matter in the world.**	
1a.	*Students know* that during chemical reactions the atoms in the reactant rearrange to form products with different properties. ✓ Know that two substances may combine to form a new substance	
1c.	*Students know* metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. ✓ Know that metals conduct heat	
1g.	*Students know* properties of solid, liquid, and gaseous substances, such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2). ✓ Know properties of matter: solid, liquid, gas	
Life Science:	**Number of Tasks:**	**2**
	Percentage of Test:	**25%**
Grade 4		
2.	**All organisms need energy and matter to live and grow.**	
2b.	*Students know* producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem. ✓ Know that plants (producers) are a source of food ✓ Know that animals (consumers) eat plants and other animals for food	
3.	**Living organisms depend on one another and on their environment for survival.**	
3b.	*Students know* that in any one particular environment, some kinds of plants and animals survive well, some survive less well and some cannot survive at all. ✓ Know that animals inhabit and can survive in different kinds of environments	
3c.	*Students know* many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter. ✓ Know that animals use plants for shelter	

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California Alternate Performance Assessment (CAPA)
Science Blueprint
Level III

Grade 5	
2.	**Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.**
2b.	*Students know* how blood circulates through the heart chambers, lungs, and body and how carbon dioxide and oxygen are exchanged in the lungs and tissues ✓ Know that the heart pumps blood through the body ✓ Know that oxygen is inhaled and carbon dioxide is exhaled
2c.	*Students know* the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system. ✓ Know that the mouth aids in the digestion of food ✓ Know that the stomach aids in the digestion of food ✓ Know that the colon releases waste products

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level III

CALIFORNIA CONTENT STANDARDS: Grades 4 and 5		
Earth Science:	**Number of Tasks:**	**2**
	Percentage of Test:	25%
Grade 4		
4.	**The properties of rocks and minerals reflect the processes that formed them.**	
4a.	*Students know* how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation. ✓ Know properties of various rocks (e.g., color, shiny, dull, rough, smooth)	
Grade 5		
3.	**Water on Earth moves between the oceans and land through the processes of evaporation and condensation.**	
3b.	*Students know* when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. ✓ Know that matter can change from one form to another	
3c.	*Students know* water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow. ✓ Know that water vapor can form fog or clouds ✓ Know that water can fall to Earth as rain, hail, or snow	
3d.	*Students know* that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water. ✓ Know where fresh water is located (e.g., rivers, lakes) ✓ Know that the amount of fresh water is limited ✓ Know that the availability of fresh water can be extended by decreasing the use of water	
5.	**The solar system consists of planets and other bodies that orbit the Sun in predictable paths.**	
5a.	*Students know* the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. ✓ Know that the Sun produces heat and light	
CALIFORNIA CONTENT STANDARDS: Grades 4 and 5		
Investigation and Experimentation:	**Number of Tasks:**	**2**
	Percentage of Test:	25%
Grade 4		
6.	**Scientific progress is made by asking meaningful questions and conducting careful investigations.**	
6a.	Differentiate observation from inference and know scientists' explanations come partly from what they observe and partly from how they interpret their observation. ✓ Make inferences based on observations	
6d.	Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results. ✓ Repeat observations to improve accuracy ✓ Predict the outcome of a simple investigation	

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level III

Grade 5	
6.	**Scientific progress is made by asking meaningful questions and conducting careful investigations.**
6a.	Classify objects in accordance with appropriate criteria. ✓ Classify objects by appropriate criteria
6f.	Select appropriate tools and make quantitative observations. ✓ Select appropriate tools (e.g., ruler, scale, measuring cup) and make quantitative observations
6g.	Record data by using appropriate graphic representations and make inferences based on those data. ✓ Represent data on a graph ✓ Interpret simple bar/pictorial graphs
Total Level III Tasks:	**Total Number of Tasks: 8** **Percentage of Test: 100%**

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level IV

CALIFORNIA CONTENT STANDARDS: Grade 8		
Motion:	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
1.	**The velocity of an object is the rate of change of its position.**	
1a.	Students know position is defined in relation to some choice of a standard reference point and a set of reference directions. ✓ Know that the position of an object can be described by locating it in relation to a reference point (another object)	
1b.	Students know that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary. ✓ Know that an object's motion can be described by recording the change in position of the object over time	
Forces:	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
2.	**Unbalanced forces cause change in velocity.**	
2a.	Students know a force has both direction and magnitude. ✓ Know that the way to change how something is moving is by giving it a push or a pull ✓ Know that the size of the change is related to the amount of force of the push or pull	
2d.	Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction. ✓ Know that forces that act on an object include gravity and friction	
2f.	Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion. ✓ Know that the greater mass of an object, the more force is needed to move the object	
Structure of Matter:	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
3.	**Each of more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more elements.**	
3f.	Students know how to use the periodic table to identify elements in simple compounds. ✓ Know that the periodic table is used to identify elements	
Earth in the Solar System (Earth Science):	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
4.	**The structure and composition of the universe can be learned from studying the stars and galaxies and their evolution.**	
4b.	Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color. ✓ Know that the Sun is a large star that provides heat and light to Earth	
4e.	Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids. ✓ Know that the Earth is one planet that orbits the Sun ✓ Know that the Moon orbits the Earth	
Reactions:	**Number of Tasks:**	**1**
	Percentage of Test:	**12.5%**
5.	**Chemical reactions are processes in which atoms are rearranged into different combinations of molecules.**	
5d.	Students know physical processes include freezing and boiling, in which a material changes form with no chemical reaction.	

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level IV

	✓ Know the physical changes for a liquid when it changes from one state to another (freezing, melting, boiling)
Chemistry of Living Systems (Life Science):	**Number of Tasks: 0** **Percentage of Test: 0%**
Periodic Table:	**Number of Tasks: 1** **Percentage of Test: 12.5%**
7.	**The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.**
7c.	Students know substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity. ✓ Know that substances can be classified by their physical properties (e.g., hardness, flexibility, density, and thermal conductivity)
Density and Buoyancy:	**Number of Tasks: 1** **Percentage of Test: 12.5%**
8.	**All objects experience a buoyant force when immersed in a fluid.**
8d.	Students know how to predict whether an object will float or sink. ✓ Know that some objects float or sink
Investigation and Experimentation:	**Number of Tasks: 1** **Percentage of Test: 12.5%**
9.	**Scientific progress is made by asking meaningful questions and conducting careful investigations.**
9a.	Plan and conduct a scientific investigation to test a hypothesis. ✓ Make a hypothesis based on prior knowledge ✓ Conduct a scientific investigation to test a hypothesis
9b.	Evaluate the accuracy and reproducibility of data. ✓ Evaluate the accuracy of data
9e.	Construct appropriate graphs from data and develop quantitative statements about the relationships between variables. ✓ Construct appropriate graphs from data (e.g., bar, pictograph, pie graph) ✓ Interpret relationships between variables (e.g., time vs. temperature; time vs. population)
Total Level IV Tasks:	**Total Number of Tasks: 8** **Percentage of Test: 100%**

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level V

CALIFORNIA CONTENT STANDARDS: Grades 9 – 12		
Biology:	**Number of Tasks:**	**3**
	Percentage of Test:	**38%**
Cell Biology		
1.	**The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.**	
1f.	Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide. ✓ Know that plants capture sunlight and convert it to energy ✓ Know that plants use energy to make food	
Ecology		
6.	**Stability in an ecosystem is a balance between competing effects.**	
6b.	Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size ✓ Know that changes in ecosystems may be due to climate changes, impact of human activity, and changes in population size	
6e.	Students know a vital part of an ecosystem is the stability of its producers and decomposers. ✓ Know the role of producers and decomposers in an ecosystem	
6f.	Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. ✓ Know levels of the energy pyramid (e.g., producers, consumers) ✓ Know the role of an organism in a simple food web	
Evolution (Speciation)		
8.	**Evolution is the result of genetic changes that occur in constantly changing environments.**	
8e.	Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction. ✓ Know that fossil evidence can be analyzed with regard to species change over time and mass extinction	
Physiology (Homeostasis)		
9.	**As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:**	
9a.	Students know how the complementary activity of major body systems provide cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. ✓ Know that the circulatory system moves nutrients and oxygen in blood through the body ✓ Know that the excretory system removes waste from the body	
9b.	Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment. ✓ Know that sensory organs (e.g., by allowing for touch, taste, smell, hearing,) provide information about the environment (e.g. temperature, light , and sound)	

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level V

CALIFORNIA CONTENT STANDARDS: Grades 9 – 12	
Physiology (Infection and Immunity)	
10.	**Organisms have a variety of mechanisms to combat disease.**
10a.	Students know the role of the skin in providing nonspecific defenses against infection. ✓ Know that the skin protects the body from infections
10c.	Students know how vaccination protects an individual from infectious disease ✓ Know that vaccination protects an individual from infectious disease
Physics:	**Number of Tasks: 1** **Percentage of Test: 12%**
Motion and Forces	
1.	**Newton's laws predict the motion of most objects. As a basis for understanding this concept:**
1c.	Students know how to apply the law F=ma to solve one-dimensional motion problems that involve constant forces (Newton's second law). ✓ Know that the greater the mass of an object, the more force is needed to achieve the same rate of change in motion
1e.	Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth. ✓ Know that gravity is a force that acts on an object on Earth
Chemistry:	**Number of Tasks: 1** **Percentage of Test: 12%**
Atomic and Molecular Structure	
1.	**The periodic table displays the elements in increasing atomic number and shows how periodicity and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:**
1b.	Students know how to use the periodic table to identify metals, semimetals, non-metals, and halogens. ✓ Know that elements on the periodic table are classified as metals, nonmetals, and inert gases
Acids and Bases	
5.	**Acid, bases, and salts are three classes of compounds that form ions in water solution. As a basis for understanding this concept:**
5d.	Students know how to use the pH scale and to characterize acid and base solutions. ✓ Know that the pH scale is used to identify acid and base solutions
Solutions	
6.	**Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:**
6c.	Students know temperature, pressure, and surface area affect the dissolving process. ✓ Know how stirring, temperature, and surface area of a substance can affect the dissolving process

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level V

CALIFORNIA CONTENT STANDARDS: Grades 9–12		
Earth Science:	**Number of Tasks:**	**2**
	Percentage of Test:	**25%**
Dynamic Earth Processes		
3.	**Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:**	
3d.	Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude. ✓ Know the general characteristics of an earthquake ✓ Know that earthquakes can be the result of sudden motions along breaks in the crust called faults	
3e.	Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes. ✓ Know the general characteristics of a volcano	
Energy in the Earth System		
6.	**Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:**	
6a.	Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere ✓ Know the general characteristics of weather ✓ Know the general characteristics of climate	
6b.	Students know the effects on climate of latitude, elevation, topography, and proximity of large bodies of water and cold or warm ocean currents. ✓ Know the climate of specific biomes	
California Geology		
9.	**The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:**	
9b.	Students know the principal natural hazards in different California regions and the geologic basis of those hazards. ✓ Know different kinds of natural hazards (e.g., earthquakes, volcanoes, landslides)	
Investigation and Experimentation:	**Number of Tasks:**	**1**
	Percentage of Test:	**13%**
1.	**Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations.**	
1a.	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. ✓ Select and use appropriate tools and technology (e.g., calculators, balances, magnifying lens, binoculars) to perform tests ✓ Collect, display and analyze data	
1c.	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions ✓ identify possible sources of error in an experiment	
1f.	Distinguish between hypothesis and theory as scientific terms. ✓ Form a simple hypothesis based on observations	
1h.	Read and interpret topographic and geologic maps	

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment (CAPA)
Science Blueprint
Level V

✓ Interpret scale models, maps, and diagrams		
Total Level V Tasks:	**Total Number of Tasks:**	**8**
	Percentage of Test:	**100%**

✓ California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level I

CALIFORNIA CONTENT STANDARDS	
Reading	**Number of Tasks: 4** **Percentage of Test: 50%**
Kindergarten	
1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.**
1.3	**Concepts About Print: Understand that printed materials provide information.** ✓ Identify environmental symbols/signs/cues ✓ Match symbol or cue to activity or function ✓ Follow a list/schedule of activities ✓ Use printed materials to provide/obtain information
Grade 1	
1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**
1.17	**Vocabulary and Concept Development:** Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). ✓ Identify object by function ✓ Sort objects by function/use ✓ Identify picture by function ✓ Sort pictures by function/use ✓ Match letter/written words to picture ✓ Classify objects by category ✓ Classify words by category
2.0	**READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.**
2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** Follow one-step written instructions. ✓ Identify a picture/object/word cue ✓ Follow schedules ✓ Follow community symbol directions ✓ Read and demonstrate single action words ✓ Follow written or pictorial recipe

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level I

Writing	**Number of Tasks:** 1 **Percentage of Test:** 13%
Kindergarten	
1.0	**WRITING STRATEGIES: Students write words and brief sentences that are legible.**
1.3	**Organization and Focus:** Write by moving from left to right and from top to bottom. ✓ Demonstrate left to right/top to bottom sequencing in a variety of activities ✓ Hold writing implement ✓ Make marks on paper ✓ Trace/copy purposeful marks on paper ✓ Produce shapes, letters, numerals ✓ Link symbols in a meaningful sequence (i.e., pictures, letters, words) ✓ Produce name
Grade 4	
1.0	**WRITING STRATEGIES: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).**
1.9	**Research and Technology:** Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive). ✓ Indicate awareness of computer ✓ Use an input device for cause and effect ✓ Make choices using single/multiple-input device(s) ✓ Utilize keyboarding/device to access software ✓ Utilize keyboard/device for writing functions
Listening and Speaking	**Number of Tasks:** 3 **Percentage of Test:** 37%
Kindergarten	
1.0	**LISTENING AND SPEAKING STRATEGIES: Students listen and respond to oral communication. They speak in clear and coherent sentences.**
1.1	**Comprehension:** Understand and follow one-and-two-step oral directions. ✓ Orient in direction of speaker ✓ Respond to voice by stopping activity or going to source of sound ✓ Attend to speaker for duration of activity ✓ Follow simple directions (i.e., verbal, gestural, signed, pictures, etc.) ✓ Perform action to comply with one- or two-step direction(s)
1.2	**Comprehension:** Share information and ideas, speaking audibly in complete, coherent sentences. ✓ Communicate wants/needs using gesture, action, voice output device or vocalization ✓ Communicate choice using gesture, action, voice output device or vocalization ✓ Communicate information using single word using gesture, action, voice output device or vocalization ✓ Communicate information using two- or three-word phrases using gestures, actions, voice output device or vocalizations ✓ Communicate information using a complete sentence using gestures, actions, voice output device or vocalizations

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level I

Grade 1	
1.0	**LISTENING AND SPEAKING STRATEGIES: Students listen critically and respond appropriately to oral communication. They speak in manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.**
1.1	**Comprehension:** Listen attentively ✓ Orient in direction of speaker ✓ Respond to voice by stopping activity or going to source of sound ✓ Attend to speaker for duration of activity ✓ Follow simple directions (i.e., verbal, gestural, signed, pictures, etc.) ✓ Perform action to comply with one- or two-step directions
Total Level I Tasks:	**Total Number of Tasks: 8** **Percentage of Test: 100%**

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level II

CALIFORNIA CONTENT STANDARDS		
Reading	**Number of Tasks:**	**4**
	Percentage of Test:	**50%**
Grade 2		
1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**	
1.3	**Decoding and Word Recognition:** decode two-syllable nonsense words and regular multi-syllable words ✓ Identify their first name and names of classmates or teachers	
1.7	**Vocabulary and Concept Development:** understand and explain common antonyms and synonyms ✓ Sorting same and different (e.g., picture vocabulary accompanied by text)	
Grade 3		
2.0	**READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.**	
2.1	**Structural Features of Informational Materials:** use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text ✓ Find the title on the cover of a book	
2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** demonstrate comprehension by identifying answers in the text ✓ Answer who, what, and where questions	
2.4	**Comprehension and Analysis of Grade-Level-Appropriate Text:** recall major points in the text and make and modify predictions about forthcoming information ✓ Use pictures to recall major points in sequence	
Grade 2		
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**	
3.2	**Narrative Analysis of Grade-Level-Appropriate Text:** generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives ✓ Sequence beginning and ending	

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level II

Grade 3	
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of text and the literary terms or elements (i.e., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**
3.2	**Narrative Analysis of Grade-Level-Appropriate Text:** comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world ✓ Identify the action of a character
3.3	**Narrative Analysis of Grade-Level-Appropriate Text:** determine what characters are like by what they say or do and by how the author or illustrator portrays them ✓ Identify the emotions of a character
Writing	**Number of Tasks: 1** **Percentage of Test: 13%**
Grade 2	
1.0	**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.**
1.3	**Grammar:** identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking ✓ Identify pictures of action verbs or objects
Grade 3	
1.0	**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.**
1.2	**Grammar:** identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking ✓ Identify pictorial representations of singular and plural nouns
1.5	**Punctuation:** punctuate dates, city and state, and titles of books correctly ✓ Identify a period and a question mark
1.7	**Capitalization:** capitalize geographical names, holidays, historical periods, and special events correctly ✓ Identify words that start with capital letters
1.8	**Spelling:** spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare) ✓ Spell/write your first name (first syllable only)
1.9	**Spelling:** Arrange words in alphabetical order ✓ Arrange letters in alphabetical order (one blank space in a closed field of three)

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level II

Listening and Speaking	**Number of Tasks: 3** **Percentage of Test: 37%**
Grade 2	
1.0	**LISTENING AND SPEAKING: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.**
1.1	**Comprehension:** determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment) ✓ Follow one-step oral directions
2.0	**SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.**
2.1	Recount experiences or present stories: 1) move through a logical sequence of events ✓ Sequence events in their day
Grade 3	
1. 0	**LISTENING AND SPEAKING STRATEGIES: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.**
1.3	**Comprehension:** respond to questions with appropriate elaboration ✓ Respond to questions about choices or yes/no questions
2.0	**SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.**
2.1	Make brief narrative presentations ✓ Respond to questions about one's daily activities
Total Level II Tasks:	**Total Number of Tasks: 8** **Percentage of Test: 100%**

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level III

CALIFORNIA CONTENT STANDARDS		
Reading	**Number of Tasks:**	**5**
	Percentage of Test:	**63%**
Grade 5		
1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**	
1.3	**Vocabulary and Concept Development:** understand and explain frequently used synonyms, antonyms and homographs ✓ Match homophones or homographs to the correct picture; match opposites with picture/print	
Grade 4		
2.0	**READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**	
2.6	**Comprehension and Analysis of Grade-Level-Appropriate Text:** distinguish between cause and effect and between fact and opinion in expository text ✓ Measure cause-and-effect with an "if then" statement	
2.7	**Comprehension and Analysis of Grade-Level-Appropriate Text:** follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games) ✓ Follow two-step oral instructions	
Grade 5		
2.0	**READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.**	
2.1	**Structural Features of Informational Materials:** understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable ✓ Interpret a bar graph, identify simple feature on a simple map	
2.2	**Structural Features of Informational Materials:** analyze text that is organized in sequential or chronological order ✓ When given two or three sequential pictures the students choose the correct picture to answer the question	
2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas ✓ Identify the main idea (in text read to student)	

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level III

Grade 4	
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**
3.2	**Narrative Analysis of Grade-Level-Appropriate Text:** identify the main events of the plot, their causes, and the influence of each event on future actions ✓ Sequence the main events of a simple story showing the beginning, middle, and end (using pictures)
3.3	**Narrative Analysis of Grade-Level-Appropriate Text:** use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions ✓ Describe a character's behavior with an emotion and answer the "why" question
3.4	**Narrative Analysis of Grade-Level-Appropriate Text:** compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales) ✓ Identify the sameness between two stories (characters and location)
Grade 5	
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**
3.2	**Narrative Analysis of Grade-Level-Appropriate Text:** identify the main problem or conflict of the plot and how it is resolved ✓ Tell or show the main problem or conflict of a short two- or three-sentence story (orally presented)
Writing	**Number of Tasks: 3** **Percentage of Test: 37%**
Grade 5	
1.0	**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.**
1.2	**Grammar:** identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns ✓ Match the modifier and/or pronouns with the appropriate picture prompt
1.3	**Punctuation:** use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth. ✓ Identify the proper use of a colon, period, exclamation point, quotation mark, question mark
1.4	**Capitalization:** use correct capitalization ✓ Identify the correct usage of capitalization (name, months, days)

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level III

Grade 4		
1.0	**WRITING STRATEGIES: Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions).**	
1.1	**Organization and Focus:** select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements ✓ Match key word to simple sentence	
1.3	**Organization and Focus:** use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). ✓ Identify a question versus a statement	
Grade 5		
1.0	**WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.**	
1.6	**Evaluation and Revision:** edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences ✓ Match sentence representation to a given model	
Listening and Speaking	**Number of Tasks:**	**0**
	Percentage of Test:	**0%**
Total Level III Tasks:	**Total Number of Tasks:**	**8**
	Percentage of Test:	**100%**

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level IV

CALIFORNIA CONTENT STANDARDS		
Reading	**Number of Tasks:**	**4**
	Percentage of Test:	**50%**
Grade 6		
1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**	
1.1	**Word Recognition:** read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression ✓ Read a simple four-to-five word sentence composed of high-frequency words	
Grade 7		
1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**	
1.3	**Vocabulary and Concept Development:** clarify word meanings through the use of definition, example, restatement, or contrast ✓ Understand frequently used synonyms, antonyms, and homographs	
Grade 6		
2.0	**READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.**	
2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** connect and clarify main ideas by identifying their relationships to other sources and related topics ✓ Select a book title that would provide more information for a main idea	
Grade 7		
2.0	**READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.**	
2.3	**Structural Features of Informational Materials:** analyze text that uses cause-and-effect organizational pattern ✓ Distinguish between cause and effect in expository text	

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level IV

Grade 8	
2.0	**READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**
2.1	**Structural Features of Informational Materials:** compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals) ✓ Identify the key features of consumer materials (e.g., telephone book, newspaper, magazines)
2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** find similarities and differences between texts in the treatment, scope, or organization of ideas ✓ Identify an appropriate genre for a given task
Grade 6	
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**
3.2	**Narrative Analysis of Grade-Level-Appropriate Text:** analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict ✓ Use knowledge of a character's traits to determine the causes for that character's actions
3.6	**Narrative Analysis of Grade-Level-Appropriate Text:** identify and analyze features of themes conveyed through characters, actions, and images ✓ Identify themes conveyed through characters, actions, and images
Grade 7	
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**
3.2	**Narrative Analysis of Grade-Level-Appropriate Text:** identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s) ✓ Identify the main events of the plot and the influence of those main events on future actions

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level IV

Grade 8	
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**
3.2	**Narrative Analysis of Grade-Level-Appropriate Text:** evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved ✓ Identify a solution to a given problem/conflict ✓ Identify whether the solution resolved the problem
Writing	**Number of Tasks: 2** **Percentage of Test: 25%**
Grade 6	
1.0	**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.**
1.1	**Sentence Structure:** use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts ✓ Use a simple sentence
1.4	**Capitalization:** use correct capitalization ✓ Use correct capitalization at the beginning of a sentence
Grade 8	
1.0	**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.**
1.6	**Spelling:** use correct spelling conventions ✓ Spell simple high-frequency words
Grade 6	
1.0	**WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.**
1.1	**Organization and Focus:** choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose ✓ Select a focus and an organizational structure based upon purpose (e.g., letter, report, list, story)
Listening and Speaking	**Number of Tasks: 2** **Percentage of Test: 25%**
Grade 6	
1.0	**LISTENING AND SPEAKING STRATEGIES: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.**
1.3	**Comprehension:** restate and execute multiple-step oral instructions and directions. ✓ Execute two- or three-step oral instructions and directions

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level IV

Grade 7	
1.0	**LISTENING AND SPEAKING STRATEGIES: deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.**
1.1	**Comprehension:** ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. ✓ Ask a question to elicit information
1.2	**Comprehension:** determine the speaker's attitude toward the subject. ✓ Determine the speaker's attitude toward the subject
1.5	**Organization and Delivery of Oral Communication:** arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience. ✓ Maintain the topic for three exchanges
Grade 8	
1.0	**LISTENING AND SPEAKING STRATEGIES: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.**
1.5	**Organization and Delivery of Oral Communication:** Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. ✓ Use precise language such as sensory details (e.g., size, shape, color)
Total Level IV Tasks:	**Total Number of Tasks: 8** **Percentage of Test: 100%**

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level V

CALIFORNIA CONTENT STANDARDS		
Reading	**Number of Tasks:**	**4**
	Percentage of Test:	**50%**
Grades 9 and 10		
1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.**	
1.1	**Vocabulary and Concept Development:** identify and use the literal and figurative meanings of words and understand word derivations ✓ Identify and use the literal and common figurative meaning of words (e.g., running late, sick and tired)	
1.2	**Vocabulary and Concept Development:** distinguish between the denotative and connotative meanings of words and interpret the connotative power of words ✓ Understand "shades of meaning" in related words (e.g., softly and quietly)	
Grades 9 and 10		
2.0	**READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, online information. In grades nine and ten, students make substantial progress toward this goal.**	
2.1	**Structural Features of Informational Materials:** analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes ✓ Analyze environmental print (e.g., labels, signs, menus)	
2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** generate relevant questions about readings on issues that can be researched ✓ Choose relevant question for a provided topic	
Grades 9 and 10		
3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Thorough Twelve* illustrate the quality and complexity of the materials to be read by students.**	
3.3	**Narrative Analysis of Grade-Level-Appropriate Text:** analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and the way those interactions affect the plot ✓ Identify the interactions between main and subordinate characters in a literary text	

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level V

3.4	**Narrative Analysis of Grade-Level-Appropriate Text:** determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, soliloquy ✓ Determine characters' traits by what the characters say about themselves in dialogue
3.5	**Narrative Analysis of Grade-Level-Appropriate Text:** compare works that express a universal theme, and provide evidence to support the ideas expressed in each work ✓ Compare features of themes conveyed through characters' actions
Writing	**Number of Tasks: 2** **Percentage of Test: 25%**
Grades 9 and 10	
1.0	**WRITTEN AND ORAL LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.**
1.3	**Grammar and Mechanics of Writing:** demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax ✓ Write a short dictation sentence
1.4	**Manuscript Form:** produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization ✓ Spell simple high-frequency words
Grades 9 and 10	
1.0	**WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.**
1.2	**Organization and Focus:** use precise language, action verbs, sensory details, appropriate modifiers, and active rather than the passive voice ✓ Use precise language, action verbs, and sensory details
Listening and Speaking	**Number of Tasks: 2** **Percentage of Test: 25%**
Grades 9 and 10	
1.0	**LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.**
1.1	**Comprehension:** Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. ✓ Provide information supporting an idea under discussion

✓California alternate achievement standards are checked.

California Alternate Performance Assessment
English-Language Arts Blueprint
Level V

2.0	**SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.**
2.1	Deliver narrative presentations: 3) Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. ✓ Use describing words to describe a picture
2.3	Apply appropriate interviewing techniques: 1) Prepare and ask relevant questions. ✓ Ask relevant questions
Total Level V Tasks:	**Total Number of Tasks: 8** **Percentage of Test: 100%**

✓California alternate achievement standards are checked.

ITEM # 10

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
California English Language Development Test: Including, but not limited to, update on California English Language Development Test	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In November 2005, the SBE received an update on the California English Language Development Test (CELDT) Program including the results for the 2004-05 CELDT initial identification assessment. In February 2005, the SBE received the results from the 2004 CELDT annual assessment.

SUMMARY OF KEY ISSUES

2005 Annual CELDT Results

The contractor for the CELDT Program has completed scoring and reporting for the results of the 2005 annual assessment, administered from July through October 2005. The number of students taking the annual assessment was slightly less than last year. Performance of English learners on the CELDT was about the same as last year.

- The number of English learners assessed during the 2005 annual assessment decreased slightly (one percent), compared to the number assessed in 2004.
- This year, 47 percent of English learners scored at early advanced or advanced overall in English proficiency. These results are the same as those for last year and show a four percent increase since the CELDT annual assessment in 2003.
- The overall percentage of English learners who met the SBE adopted CELDT criteria for possible reclassification remained the same in 2005 (44%) and increased by four percent over 2003.

SUMMARY OF KEY ISSUES (Cont.)

- The percentage of English learners reclassified to Fluent English Proficient continues to increase: 2002-03 = 7.7%, 2003-04 = 8.30%, 2004-05 = 9%.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs for the current CELDT administration are included in the current CELDT contract ($12 million in 2004-05).

ATTACHMENT(S)

Attachment 1: California English Language Development Test 2005 annual assessment results (4 Pages)

California English Language Development Test (CELDT)
2005 Annual Assessment Results

The analyses presented in this report were based on the 2005 CELDT annual assessment (AA) data provided to the California Department of Education (CDE) by CTB/McGraw-Hill.

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Table 1. Frequency of Annual Assessment Students by Grade Span and CELDT Annual Administration

	K-2	3-5	6-8	9-12	All Grades	% Difference
2005	324,320	439,130	299,087	266,662	1,329,159	-1%
2004	325,443	446,567	305,000	265,944	1,342,954	-1%
2003	343,201	448,007	310,253	256,293	1,357,754	4%
2002	328,971	432,974	296,218	239,272	1,297,435	3%
2001	326,665	417,531	286,070	232,030	1,262,296	---

Trend:

- The number of students taking the CELDT for annual assessment purposes continues to decrease. This trend is consistent with the most recent Language Census (Spring 2005) which indicated the number of English Learners decreased from the previous year.

Table 2. Percentage of Annual Assessment Students by CELDT Overall Proficiency Level

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Total
2005	7%	13%	33%	33%	14%	100%
2004	7%	13%	33%	32%	15%	100%
2003	7%	14%	36%	32%	11%	100%
2002	10%	19%	37%	25%	9%	100%
2001	11%	23%	40%	21%	4%	100%

Note: Some years may not sum to 100% due to rounding.

Trends:

- Relatively more students scored in higher proficiency levels overall compared to the lower proficiency levels.
- Compared to the previous annual assessment, student performance overall remained the same.

Table 3. Percentage of Students Who Met CELDT Criteria for Possible Reclassification by Grade Span*

	2005	2004	2003	2002	2001
K-2	28%	29%	29%	22%	16%
3-5	37%	37%	34%	25%	23%
6-8	54%	54%	47%	39%	30%
9-12	63%	63%	55%	47%	44%
All Grades	44%	44%	40%	32%	24%

*Note: CELDT Criteria for possible reclassification established by the State Board of Education (SBE) in October of 2001: scoring at least Early Advanced Overall with Skill Area scores of at least Intermediate. A student's score on the CELDT is only one of four criteria established by California *Education Code* Section 313(d) for the reclassification of English learners.

Trends:

- Compared to the previous annual assessment, the percentage of students who met the CELDT criteria for reclassification remained the same.
- A large percentage of students (44 %) who took the 2005 CELDT annual assessment met the CELDT criteria established by SBE.

ITEM # 11

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
California English Language Development Test: Performance Level Standard Setting	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education recommends that the State Board of Education (SBE) review and approve the proposed performance levels for the California English Language Development Test.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code Section 313(b) provides that "The State Department of Education, with the approval of the State Board of Education, shall establish procedures for conducting the assessment required pursuant to subdivision (a) and for the reclassification of a pupil from English learner to proficient in English."

In May 2001 the SBE approved English learner reclassification guidelines, initial identification guidelines, and the performance level cut points for the CELDT.

In December 2005, the SBE received information about a California English Language Development Test (CELDT) performance level standard setting scheduled to be conducted in February 2006.

SUMMARY OF KEY ISSUES

Performance level standard cut-points for the CELDT were originally set in 2001. Updated performance level cut-points for the CELDT are needed to respond to the NCLB requirement to report additional scores and to readily provide results for purposes of Title III accountability. In addition, updating the performance level cut-points will incorporate the significant changes in the design of CELDT that were implemented to streamline the test and reduce the burden on school districts. The updated cut-points will be implemented in July 2006, using a new common-scale for the CELDT that is designed to improve reporting of results. Training materials that incorporate the updated cut-points will be distributed to school districts in May 2006.

Background:
The California English Language Development Test (CELDT) preceded the No Child Left Behind Act (NCLB) and Title III accountability. The more recent federal requirements require reporting of separate scores for Listening, Speaking, and an additional score for Comprehension as well as increased use of the scores for the accountability measures.

There also have been improvements to the design of the CELDT since 2001. Commonly accepted professional standards for assessment suggest that it is appropriate to revisit performance levels after a substantial change to test design. The changes were primarily made in order to ease the burden of testing, while maintaining acceptable levels of reliability and validity.

Setting the new performance levels:
The contractor used the Bookmark Standard Setting Procedure (BSSP) to set new performance level cut scores on the CELDT. A similar procedure was used to set performance level standards for the CELDT in 2001. The BSSP allows experts from California (classroom teachers, content specialists, school administrators, and others designated by CDE) to consider the knowledge and skills that students must demonstrate to enter each performance level. The BSSP is a widely implemented standard setting procedure that meets commonly accepted professional standards in assessment.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs for the current CELDT administration are included in the current CELDT contract ($12 million in 2005-06).

ATTACHMENT(S)

The results of the February 2006, performance level standard setting will be provided in a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: March 2, 2006

TO: **MEMBERS, STATE BOARD OF EDUCATION**

FROM: Bill Padia, Deputy Superintendent,
Assessment and Accountability Branch

RE: Item No. 11

SUBJECT: California English Language Development Test: Performance Level Standard Setting

Recommendation

The California Department of Education (CDE) recommends that the State Board of Education (SBE) review and approve the adjusted performance levels for the California English Language Development Test (CELDT).

Background

Commonly accepted professional standards for assessment suggest that it is appropriate to revisit performance levels after a substantial change to test design. Adjusting the performance level cut-points will allow us to accurately incorporate the improvements in the design of CELDT that have occurred over the last four years. These changes were implemented to streamline the test and reduce the burden on school districts. Performance level cut points for the CELDT were originally set in 2001. In addition, updated performance level cut-points are necessary to respond to the additional Title III accountability elements as required by the No Child Left Behind Act (NCLB) of 2001. The CELDT preceded NCLB and the current Title III accountability requirements. The more recent federal requirements require reporting of separate scores for Listening, Speaking, and an additional score for Comprehension as well as increased use of the scores for the accountability purposes.

The updated performance levels cut-points will be implemented in July 2006, using a new common-scale that is designed to improve reporting of results and increase precision in accountability reporting. The CELDT common scale is made possible by the existence of a common underlying construct (language proficiency) that applies across all grades, as reflected in the English Language Development standards. Training materials that incorporate the updated cut-points will be distributed to school districts in May 2006.

Setting the new performance levels

The contractor used the Bookmark Standard Setting Procedure (BSSP) to set new performance level cut scores on the CELDT. A similar procedure was used to set performance level standards for the CELDT in 2001. The BSSP allows experts from California (classroom teachers, content specialists, school administrators, and others designated by CDE) to consider the knowledge and skills that students must demonstrate to enter each performance level. The BSSP is a widely implemented standard setting procedure that meets commonly accepted professional standards in assessment.

Attachment 1: CELDT Standard Setting Summary (8 Pages)

California English Language Development Test
Performance Standard Setting Summary

Submitted to the
California Department of Education

by CTB/McGraw-Hill

March 1, 2006

Introduction

Committees composed of 97 experienced English language development educators from across the state convened on February 13, 14, and 15 in Sacramento for a standard setting workshop to recommend cut scores for use with the Form F and subsequent forms of the California English Language Development Test (CELDT). The committees participated in a Bookmark Standard Setting, which is a well-established procedure also used to determine recommended cut scores for CELDT in 2001 and for the California Standards Tests and the California High School Exit Exam.

Need to Adjust Performance Levels

It was appropriate to reexamine the CELDT cut scores for several reasons. First, there have been significant changes to the test since its inception, such as the elimination of the writing essay, story retelling and phonemic awareness sections, the shortening of the reading test, and the addition of the four picture narrative, short composition items, and oral comprehension items. Second, the relatively large changes in impact that occur from the end of one grade span to the beginning of the next higher grade span are problematic with respect to calculating Annual Measurable Achievement Objectives (AMAOs) and are thought to be an artifact of how cut scores were established in 2001. Third, the consequential validity of the current cut scores has been a publicly voiced concern from educators working closely with English learners. While the 2001 cut score recommendations followed from a standard setting in which the participants had little experience with CELDT and how it would be used, the 2006 standard setting participants had the benefit of having worked with both English learners and CELDT for some time. Finally, a new common scale was developed for CELDT, which will be implemented with Form F in 2006. The need for non-decreasing cut scores from grade to grade on the common scale was addressed at this standard setting workshop.

Participants

Over 100 committee members were recruited from across the state to participate in the standard setting; 97 of those recruited were able to participate. The results of the standard setting evaluation survey indicated that 53 percent of the participants were teachers, 23 percent were administrators, and 24 percent were other education professionals; 12 percent had one through five years of experience in their present occupation, 28 percent had six through ten years of experience, 16 percent had 11-15 years of experience, 19 percent had 16-20 years of experience, and 25 percent had more than 20 years of experience; 27 percent had bachelor’s degrees, 66 percent had master’s degrees, and seven percent had doctorates; 12 percent were male and 88 percent were female; six percent were Asian, one percent was Filipino, 38 percent were Hispanic or Latino, 54 percent were White (not of Hispanic origin), and one percent were Other; 16 percent have taught Special Education; 89 percent have Cross-cultural Language and Academic Development (CLAD) credential or Bilingual Cross-cultural Language and Academic (BCLAD) credential authorization.

Bookmark Standard Setting

The 2006 CELDT Bookmark Standard Setting process was conducted in a fashion similar to that used for CELDT in 2001. The Bookmark Standard Setting Procedure (BSSP) has become the predominant method used to set cut scores for large-scale assessments in the United States. The two lead facilitators of the current CELDT standard setting, Dr.'s Ross Green and Daniel Lewis are co-developers of the Bookmark Procedure and presented their proposed standard setting design to the CELDT Technical Advisory Group for review and recommendations on two occasions. The procedure was implemented as agreed upon and Dr.'s Green and Lewis assert that the standard setting was a fair and valid process and that the results accurately represent the committees' expectations for student performance in each Proficiency Level.

Process

The participants were grouped into the following eight committees. Each committee was responsible for cut score recommendations for the assigned skill area.

- Grades Kindergarten through two (K-2) Listening and Speaking
- Grades three through five (3-5) Listening and Speaking
- Grades six through eight (6-8) Listening and Speaking
- Grades nine through twelve (9-12) Listening and Speaking
- Grades K-2 Reading and Writing
- Grades 3-5 Reading and Writing
- Grades 6-8 Reading and Writing
- Grades 9-12 Reading and Writing

Cut scores were established for Grades K-12 in Listening, Speaking, Reading, and Writing, for a total of 192 cut scores (four cut scores in four skill areas for 11 grades and four cuts scores in two skill areas for two grades). To support the consistency of cut scores from grade to grade, each committee was first asked to make cut score recommendations for the middle grade of each grade span for the Early Intermediate and Early Advanced Proficiency Levels. After the committees made recommendations for Early Intermediate and Early Advanced, they reviewed preliminary, empirically determined Intermediate and Advanced cut scores for content and skill appropriateness. In most cases, the committees accepted the preliminary cut scores as appropriate; in two cases they modified the preliminary Intermediate cut scores based on content considerations.

The cut scores attached to this document for Listening and Speaking in Grades one, four, seven, and ten and for Reading and Writing in Grades two, four, seven, and ten reflect the committees' recommendations for the four Proficiency Levels. The cut scores for the remaining grades were empirically determined through interpolation to support

the consistency of the cut scores across the grades. Both scale score consistency and impact consistency were considered in the interpolation process.

Results

The attached results (Table 1) reflect the participants' recommendations from the standard setting and interpolated results for the additional grades. The committees recommended, without exception, that the Early Advanced cut scores be raised, resulting in fewer students scoring at and above Early Advanced in each grade. It should be noted that the participants focused on the skills that were associated with each Proficiency Level, although they did review impact data as part of the standard setting process. The participants understood that their recommendations would result in the observed changes in impact from the existing cut scores and were asked to provide written rationales for their recommendations. Their comments indicate that their recommendations are more in line with what students should be able to do to be considered fluent and to be successful in unmodified instruction.

Rationale for Panel Recommendations

At the end of the standard setting sessions, the 16 table leaders were asked about the increases in the cut scores their group recommended. The most frequently mentioned reasons provided by most (15 out of the 16) table leaders can be summarized as follows:

1. Too often, students achieving an Early Advanced or Advanced score based on the current cut scores are not able to function adequately in an English only, mainstream classroom. This view was common across all grade levels; however, this view was most vehemently articulated by the Kindergarten/Grade two panel for the Kindergarten and Grade one students.
2. The students scoring at the current Early Advanced level very frequently do not have adequate academic skills of the sort assessed by the California Standards Tests, and therefore, cannot be reclassified.

Adjustments to Cut Scores

Following the Standard Setting, CTB reviewed the data and found several inconsistencies in both the cut scores set by participants and those empirically interpolated. Some very minor initial changes were incorporated into the interpolated data without altering the cut scores set by the standard setting participants. The first of these changes was to keep the cut scores within a skill area for all proficiency levels constant for Grades 10-12. The rationale for this decision is based upon data showing that Grade 11 and 12 students average very similar scores to Grade ten students. If the empirical extrapolation model were continued, the cut scores for Grades 11 and 12 would be significantly higher than those for Grade ten. These higher cut scores would result in fewer students meeting the Early Advanced and above criteria than in Grade

ten. Such a drop, when the general trend from Kindergarten through Grade 10 is a gradual increase, would be difficult to defend to parents, teachers, and administrators alike. By keeping the same cut scores for Grades 10-12, the percentage of students at Early Advanced and above continues to rise gradually in line with the other grades.

Another decision was made to set the Kindergarten cut scores equal to the Grade one cut scores in all skill areas. Setting lower extrapolated cut scores for Kindergarten than for Grade one students would lead to more initial classifications of Fluent English Proficient Kindergarteners which would be contrary to the recommendations made by the September CELDT Advisory Panel. Furthermore, the test measures mostly the Grade one and Grade two skills that students will need if they are going to succeed in mainstream classrooms. Other very minor changes to the cut scores of the interpolated grades were made, when necessary, to keep the impact data across all grades reasonable.

The tables and graph representing the end results from the above changes, is consistent with the Panel Recommendations and is presented for consideration by the California Department of Education and the State Board of Education (SBE).

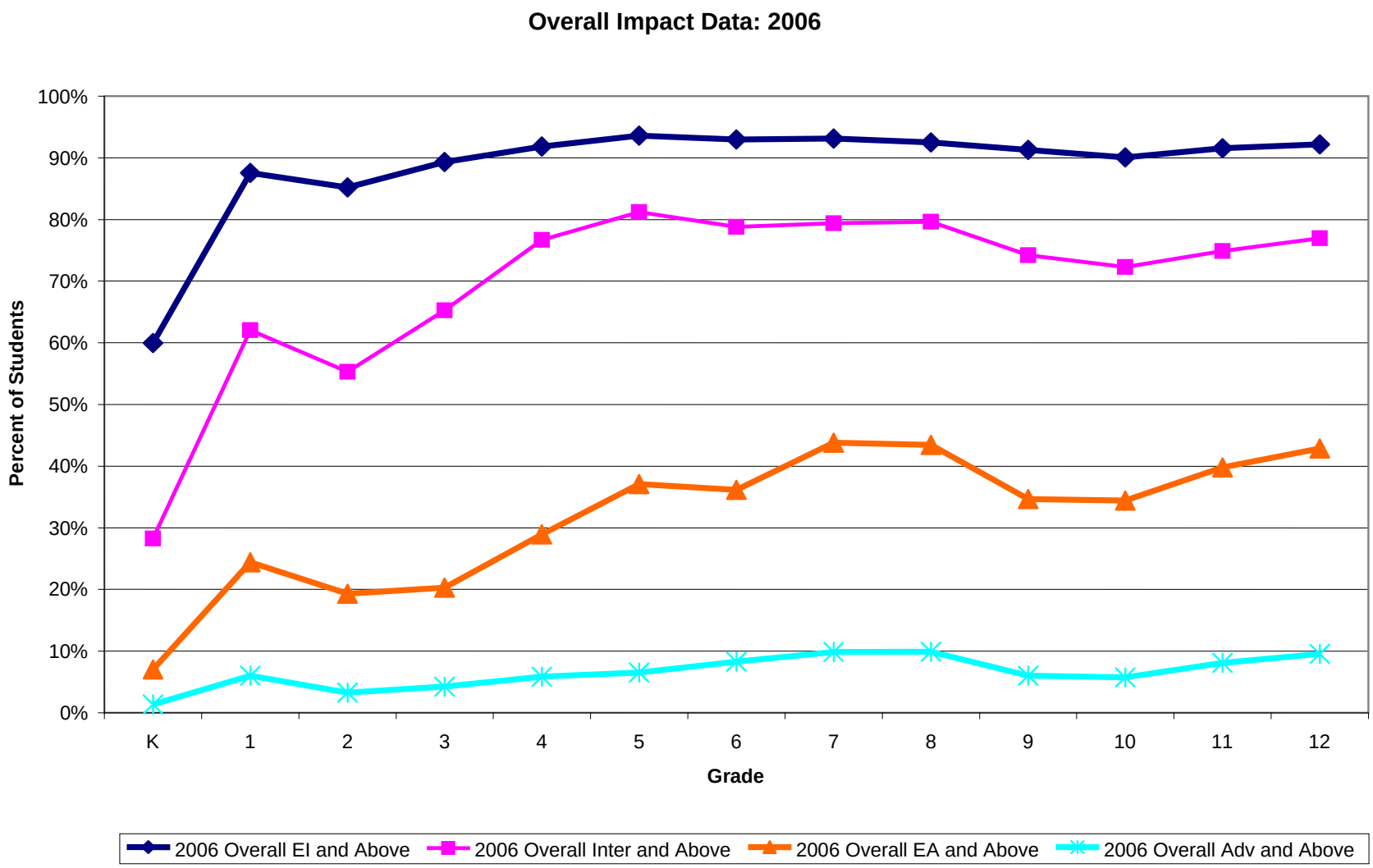
Table 1: Performance Level Cut Scores - Panel Recommendation (New Common Scale)

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading Early Intermediate			421	448	474	478	481	485	497	509	521	521	521
Reading Intermediate			473	482	491	504	516	529	543	557	571	571	571
Reading Early Advanced			524	542	560	564	568	572	588	605	621	621	621
Reading Advanced			554	577	600	604	609	613	627	648	665	665	665
Writing Early Intermediate			423	437	451	455	458	462	465	467	470	470	470
Writing Intermediate			469	479	489	497	502	508	511	514	517	517	517
Writing Early Advanced			514	537	550	551	553	554	557	560	563	563	563
Writing Advanced			560	570	580	587	593	600	602	606	610	610	610
Listening Early Intermediate	362	362	375	389	402	411	413	418	427	436	445	445	445
Listening Intermediate	409	409	426	443	461	473	484	495	508	519	534	534	534
Listening Early Advanced	455	455	476	498	519	537	570	572	595	606	623	623	623
Listening Advanced	502	502	527	552	578	601	638	649	670	691	712	712	712
Speaking Early Intermediate	353	353	370	388	405	411	417	423	423	423	423	423	423
Speaking Intermediate	405	405	420	436	451	459	467	476	480	485	490	490	490
Speaking Early Advanced	457	457	470	482	497	507	518	528	539	547	557	557	557
Speaking Advanced	509	509	520	532	543	556	568	581	595	610	624	624	624
Overall Early Intermediate	357	357	397	415	433	438	442	447	453	458	464	464	464
Overall Intermediate	407	407	447	460	473	483	492	502	510	518	528	528	528
Overall Early Advanced	456	456	496	514	531	539	552	556	569	579	591	591	591
Overall Advanced	505	505	540	557	575	587	602	610	623	638	652	652	652

Table 2: Percentage of Students Scoring by Overall Proficiency

	2003	2004	2005	Recommendation
Beginning	7%	7%	7%	10%
Early Int.	14%	13%	13%	19%
Intermediate	36%	33%	33%	40%
Early Adv.	32%	32%	33%	25%
Advanced	11%	15%	14%	6%

Graph 1: CELDT Overall Impact Data



CELDT Cut Score Implementation Plan to Support New Common Scale Setting the New Baseline

March 2006

New cut scores reviewed and approved; Set new Baseline

April 2006

Distribution and notification of new baseline using Form E results using new cut scores with new common scale.

May 2006

CTB provides CDE with new Form E Overall scale scores based on common scale and Overall proficiency level based on new cut scores.

CTB supports CDE in distributing new baseline data to districts and communicating appropriate interpretation

Why a new baseline? What's new?

- **Changes to test since inception**
- **New Common Scale**
- **New accountability requirements**
- **Separate Listening Score Required**
- **Separate Speaking Score Required**
- **Overall score based on L + S + R + W**
- **New Comprehension Score**
- **Cut Scores from new standard setting reflecting experts' judgments**

July 1 – October 31, 2006

Districts assess with new training materials

Form F scored using new cut scores on new common scale;

Listening and Speaking scored and reported separately;

All reports provided to schools on new scale with new cut scores

Continue communication efforts with districts and media

February 2007

Press Release of Form F results using new cut scores and new common scale measuring change from previous year relative to new baseline;

No negative impact based on new cut Scores.

Advantages:

- May 2006 notification gives districts advance information to support smooth transition to new baseline
- Increased consistency in students' proficiency levels from one grade span to the next
- New cut scores better reflect practitioner beliefs of students acquisition of English Language fluency informed by 5 years of CELDT use
- Increases credibility of assessment program
- No significant added costs to program
- Students' proficiency level status is better aligned with their EL classification (fewer students spending years in Early Advanced or Advanced but not reclassified)

ITEM # 12

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Kingsburg Elementary Charter School District: Hold a Public Hearing and Join the State Superintendent of Public Instruction in Approving Renewal of All-Charter District Status for a Five-Year Period	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing regarding the request of the Kingsburg Elementary Charter School District (Kingsburg) to renew its all-charter district status.

Following the public hearing, it is recommended that the SBE join the State Superintendent of Public Instruction (SSPI) in approving renewal of Kingsburg's all-charter district status for a five-year period, subject to the development of a memorandum of understanding (MOU) between Kingsburg and the CDE covering all matters essential to effective oversight.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to *Education Code* (*EC*) Section 47606, a school district may convert all of its schools to charter schools if allowed to do so by joint action of the SSPI and the SBE. In 1996, Kingsburg became the second district in California to be granted all-charter status. In 2001, the Kingsburg charter was renewed by the SSPI and SBE.

There are a total of eight all-charter districts operating in the state. Kingsburg is by far the largest, with approximately 2,200 students at 5 school sites (including an independent study center).

SUMMARY OF KEY ISSUES

EC Section 47607 establishes various threshold criteria for renewal of charter schools, stating that at least one of the criteria must be met as a condition of renewal. In Kingsburg's case, it appears clear that each of the district's schools meets at least one of the renewal criteria.

SUMMARY OF KEY ISSUES (cont)

The ACCS reviewed Kingsburg's request for renewal at its meeting on January 18, 2006, and unanimously recommended that the SBE approve the request, subject to the development of an MOU between Kingsburg and the CDE that covers elements essential to effective state oversight of the district that are not incorporated in the charter itself.

The ACCS also considered a few CDE staff comments and recommendations regarding the charter. The principal staff recommendation (pertaining to the Parent/Student/ Charter District Compact) was accepted by the district and has been incorporated in the charter. With respect to the remaining staff comments, the ACCS felt that the charter was sufficient.

The SSPI has reviewed the Kingsburg charter as it is being presented to the SBE and has given his approval of the renewal request. If the SBE approves as well, the Kingsburg charter will be renewed for a five-year period.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the renewal of Kingsburg's all-charter district status per se would have essentially no effect on the total amount of state local assistance funding to public schools. Kingsburg has continuously elected to be funded as though it were a non-charter district and, therefore, state funding of the district would be virtually the same regardless of whether its all-charter status is renewed.

There are currently two CDE staff positions assigned to oversee the SBE-approved charter schools, including the one statewide benefit charter school (established by the SBE in January 2006), and the eight all-charter districts (which, as noted above, are jointly approved by the SSPI and the SBE), as well as to provide some essential business functions that support these schools and districts.

ATTACHMENT(S)

Attachment 1: CDE Staff Analysis of the Request for Charter Renewal from the Kingsburg Elementary Charter School District (7 pages)

Attachment 2: Kingsburg Elementary Charter School District Charter Renewal Application (32 pages)

California Department of Education

M e m o r a n d u m

Date: January 12, 2006

To: Advisory Commission on Charter Schools

via: Marta Reyes, Director
Charter Schools Division

From: Greg Geeting

Subject: CDE Staff Analysis of the Request for Charter Renewal from the Kingsburg Elementary Charter School District

Although not technically applicable, Kingsburg Elementary Charter School District has satisfied the intent of the threshold requirement for renewal under *Education Code* (*EC*) Section 47607(b), and the district's charter (as revised) is generally consistent with the requirements of *EC* Section 47605. Therefore, California Department of Education (CDE) staff recommend that the district's charter be renewed for a five-year period consistent with *EC* Section 47607(a), commencing July 1, 2006, and ending June 30, 2011. CDE staff also recommend that the renewal be conditioned upon execution (and periodic amendment, as necessary) of a memorandum of understanding with the CDE that covers all matters essential to effective oversight of the district's operation during the renewal period. At a few points in the analysis below, CDE staff make suggestions for consideration regarding the charter's provisions.

Background

Kingsburg Elementary Charter School District was the second all-charter district established in California. Under *EC* Section 47606(b), all-charter district petitions must be approved by joint action of the State Superintendent of Public Instruction (SSPI) and the State Board of Education (SBE). Initially established in 1996, the district's all-charter status was renewed in 2001 for a five-year period.

Kingsburg is located partially in Fresno County and partially in Tulare County. Fiscal oversight is performed by the Fresno County Office of Education. The district has approximately 2,200 students, 125 certificated employees, and 115 classified employees. The student body is approximately 47 percent white, 44 percent Hispanic, and 4 percent Asian. About 40 percent of the district's students qualify for free and

reduced-price meals; about 12 percent of the students receive special education programs and services; and roughly 10 percent of the students are English learners.

Threshold Requirement for Renewal

EC Section 47607(b) establishes a threshold requirement for renewal of a charter school as meeting at least one of the following criteria:

(1) Attaining Academic Performance Index (API) growth targets in the prior year or in two of the last three years, or in the aggregate for the prior three years.

(2) Ranked in deciles 4 to 10, inclusive, or the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) Academic performance that the charter authorizer determines to be at least equal to the academic performance of the public schools that the charter school's pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

This threshold requirement is an important factor to consider in evaluating a request to renew all-charter district status. As the attached table shows, Kingsburg's schools have all achieved API state rankings of 4 or better for the past three years, with the exception of the school serving grades K-1 (which does not generate an API). However, the high achievement of the students in the school serving grades 2-4 can be attributed in major part to the solid foundation provided in the K-1 school.

Importance of All-Charter District Status

District Superintendent Mark Ford identified two principal advantages of all-charter district status that he felt could not be achieved as effectively through any alternative:

- All-charter district status significantly enhances community involvement and interest in the district's schools. An example of this is the required Parent/

Student/Charter District Compact, which promotes a shared sense of responsibility and respect among all parties.

- All-charter district status enables the district to have greater flexibility in the allocation and application of its resources. An example of this is the ease with which the district was able to enter into a joint powers agreement to deliver transportation services more efficiently and effectively for the district's students.

Review of Elements of Revised Charter

The district's governing board and superintendent commissioned a comprehensive revision of the district's charter for purposes of this renewal. CDE staff reviewed a draft revision and provided suggestions, a number of which were incorporated. Highlights of the various sections of the final charter document are presented below:

I. Rationale/Founding Group

This section provides a detailed history of the district and the decision to seek all-charter status.

II. Educational Philosophy and Program

The mission and philosophy statements are consistent with the minimum requirements of law and the general objective of the CDE and SBE to promote high quality charter schools. The curriculum description includes a commitment to the California academic content standards; Kingsburg does use SBE-adopted instructional materials programs in core subjects. Specific information is included as to the district's plans for academically low-achieving and high-achieving students, as well as for English learners. With respect to special education programs and services, Kingsburg is a member of the Fresno County Special Education Local Plan Area (SELPA). The district provides some special education programs and services directly, and access to the full array of programs and services is ensured through the Fresno County SELPA. The description includes referral for special education and the process for development of Individualized Education Programs.

III. Measurable Student Outcomes and Other Uses of Data

The Measurable Student Outcomes subsection identifies outcomes that are measurable, although in only one case (CELDT) is a time-bound measure cited (i.e.,

advance at least one fluency level each year). The other measures are really more in the form of goals than actual measures (e.g., “progress toward achieving the state content standards” and “complete teacher assigned daily work”).

- This subsection is technically satisfactory as written. However, more specificity (e.g., target percentages of students achieving proficient or advanced levels on the CSTs) may be desired.

A multifaceted plan is described for achieving API growth targets. Also, a commitment is made to full participation in state assessments, and various other means of assessment are described. Uses and reporting of data on student achievement are outlined.

IV. Governance Structure

The Kingsburg governing board members are elected in accordance with the laws applicable to non-charter districts. A commitment to actively seeking parent and community input is included.

V. Human Resources

This section describes generally the qualifications of the district’s certificated and classified employees. Essentially, Kingsburg follows the same provisions applicable to non-charter districts in regard to employment qualifications. This section also describes compensation, representation (for collective bargaining purposes), and health and safety. A description is also included of the rights of employees acknowledging that no employee can be compelled to work in a charter school; however, given that the district has had all-charter status for nearly a decade, it appears clear that all current employees have no objection to working in charter schools. Finally, this section includes a subsection on dispute resolution. The dispute resolution description explicitly acknowledges that the SSPI and SBE are not local educational agencies and may choose to settle any dispute directly rather than participating in a dispute resolution process.

VI. Student Admissions, Attendance, and Suspension/Expulsion Policies

This section includes a blanket provision to serve all students residing within the district. If space is available after enrolling all in-district students, out-of-district students are accepted with a public random drawing being held if necessary. The district superintendent reports that very few out-of-district students attend Kingsburg schools;

the district endeavors not to enroll out-of-district students unless it reasonably believes there will be space available for the students as they progress through the grades.

- One of the requirements for admission is that a student not have been expelled from his or her former school or district for "violations pertaining to health and safety codes." Another provision states that out-of-district attendance requests shall be subject to "review" by the superintendent (or designee) regarding expulsion/suspension. There provisions suggest some inconsistency, but are not necessarily incompatible. More specificity may be desired.

This section includes a commitment that Kingsburg will be nonsectarian in all its operations, not charge tuition, and not discriminate against any student based on ethnicity, national origin, gender, or disability. The section also describes non-charter attendance alternatives for in-district students not wishing to attend a charter school. The district has received commitments from two nearby districts indicating that they would accept such students. Procedures related to suspension and expulsion essentially mirror those applicable in non-charter schools, including the right of due process. The major difference is that students in Kingsburg "may be suspended and/or expelled if the student or parent violates the elements of the Parent/Student/Charter School Compact."

- The general intent of the provision related to the Parent/Student/Charter School Compact reference is admirable. However, read literally, the provision could result in punishment of the student (suspension or expulsion) for the fault of the parent (violation of some aspect of the parent part of the Compact). While the prospect of this actually happening is remote, an amendment of the wording may be desirable.

VII. Financial Planning, Reporting, and Accountability

This section includes descriptions of budget, financial reporting, insurance, administrative services, facilities, transportation, audits, closure protocol, and school management. The specific content is generally straightforward and consistent with law.

- The description of transportation commits to providing home-to-school transportation for students who reside within the district. It also makes clear that out-of-district students are responsible for their own transportation to and from school. What is lacking is any description of transportation for in-district students who exercise their legal right not to attend a charter school. The charter may be

considered satisfactory by being silent on this issue. On the other hand, however, a statement may be desired.

VIII. Impact on the Charter Authorizer

This section indicates that all-charter district status per se has not resulted in any major workload to the charter authorizer, and that the district does not foresee any change in that situation. This section also outlines the district's annual self-review process that assists with the oversight process. Finally, this section outlines the process to be followed for revision of the charter (if necessary).

Final Notes

District Addresses Budget Imbalance

In 2005-06, Kingsburg is expected to maintain a reserve that exceeds the minimum for districts of its size. However, it should be noted that the district's reserve has been declining for several years as part of a planned reduction. The district superintendent discussed this matter during a recent site visit; he indicated that the reserve is anticipated to at least stabilize in 2006-07 as the revenue situation (e.g., slightly increased average daily attendance) and expenditure situation (e.g., no increase in certificated employees) come into approximate balance.

New Facility to be Constructed

In response to housing growth, the district has secured a new site. Construction will proceed over the next several years. When complete, the district will realign the grade levels at certain other sites to more optimally distribute students.

Attachment

Kingsburg Elementary Charter School District
API Data for 2002-03, 2003-04, and 2004-05

School Name	2004-05			2003-04			2002-03		
	State Rank	Similar Schools	Base API	State Rank	Similar Schools	Base API	State Rank	Similar Schools	Base API
Lincoln Elementary School (Grades 2-4)	7	8	774	7	8	781	7	8	758
Kingsburg Community Extension (Grades K-8)*	6	N/A	749	6	N/A	749	4	N/A	647
Rafer Johnson Junior High School (Grades 7-8)	6	6	719	5	1	685	6	3	668
Roosevelt Elementary School Grades 5-6)	5	3	730	6	5	739	6	2	709
Washington Elementary School (Grades K-1)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* Kingsburg Community Extension has a small number of students. Its state rankings and base API figures note that fact, and no similar schools rankings were calculated for the school.

Kingsburg Elementary Charter School District
CDS Code: 10 62240

Charter Renewal Application

2006 - 2011

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Kingsburg Elementary Charter School District

I. RATIONALE/FOUNDING GROUP

The Kingsburg Elementary Charter School District (2,242 student enrollment) serves a unique rural community of approximately 10,000 people in the Central San Joaquin Valley. It is a town where parents, teachers, administrators, and community members have committed themselves to a high standard of education for their children. It is a community where the city government and the school district have cooperated to co-develop city parks in conjunction with school playgrounds, co-sponsored after school programs and participated on each other's planning teams. Local citizens and businesses have donated tennis courts, trees, playground equipment, and even school supplies and clothing for needy students. The student population of the district is a mixture of children of farmworkers and farmers; doctors, nurses, and hospital custodians; small and large business owners; factory workers; sales people; and teachers. The diversity is endless, however, as diverse as the backgrounds may be, the town's citizens are singularly committed to the education of its children. The school district, in existence since 1874, takes pride in meeting the needs of all its students, and, as a result, the district enjoys the overwhelming support of its parents and teachers.

The district's schools foster a secure, friendly, environment in which students experience a wide variety of learning activities through reading labs; growing technology; experimental science activities; music, arts and crafts; and competitive athletics, as well as the fundamentals of basic education. Parents, teachers, and administrators frequently work together on school issues and projects, including school structure, curriculum, school environment, and a variety of activities aimed at student success and maintaining the schools as a center of community events.

In 1996, the Kingsburg Joint Union Elementary District became the second charter school district in the state. Since its inception, as the Kingsburg Elementary Charter School District, the district has experienced growth in ADA; increased test scores; expansion of programs, services, and offerings for students; and has seen an enhanced enthusiasm for "pushing the envelope".

The following charter petition proposal is a reflection of the support expressed by the district's employees and the citizens of Kingsburg. It also reflects the constant efforts of the district to prepare students to become productive citizens in the 21st century. The district motto: "Kaizen – What can I do better today than I did yesterday?" is lived daily in taking to heart the challenge of preparing children to communicate effectively; gather, use, and produce information; make informed, responsible decisions; become life-long learners; and enthusiastically embrace challenges and responsibilities. Placed in the context of creating a learning community, these over-riding concepts are encouraged by the support of parents and families, drawing its standards from the traditional small-town atmosphere so cherished by the citizens of Kingsburg.

It was believed by all stakeholders in the initial charter petition, and continues today, that being a charter would set the school district apart and make it even more special in the educational community. The opportunity to have more flexibility with programs and staffing, combined with open enrollment were powerful motivators in meeting the needs of students and parents in the rural backdrop of Kingsburg. In this community, parents truly feel they are ultimately responsible for the education of their children. Through this charter, the district becomes partners in the education of their students. The individual responsibilities of each group – parents, district, and students – are enumerated in the Charter District/Parent/ Student Compact, making it everyone's job to ensure student growth and achievement. This five-year charter petition renewal challenges the district to evaluate, improve, and to be accountable.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission Statement

The Kingsburg Elementary Charter School District, recognizing the value of each child, will continually strive to inspire students to learn and grow beyond their potential by:

Kingsburg Elementary Charter School District

- Fostering a collegial or team atmosphere between home, community, and school for the benefit of each student
- Imparting a quality education combined with a positive learning experience
- Providing instruction that meets the individual needs of each student
- Developing the learning and social skills necessary for lifelong learning including, but not limited to, secondary, post-secondary, and career education
- Presenting an open-door policy allowing all people concerned with the well being of each student to communicate their ideas about improving the district

Educational Philosophy

The Kingsburg Elementary Charter School District parents, staff, and students believe in:

- Fostering a team atmosphere with the community, which benefits the student
- Nurturing student success within a safe school environment
- Preserving the traditional small-town atmosphere
- Promoting high expectations
- Enabling all students to learn by recognizing each student learns differently
- Promoting parental involvement and parental choice as essential elements of a quality educational experience

The district's schools foster a secure, friendly, environment in which students experience a wide variety of learning activities through reading labs; increased technology usage; lab specific and hands-on science activities; music, arts and crafts; and competitive athletics, as well as the fundamentals of basic education. Parents, teachers, and administrators frequently work together on school issues and projects, including school structure, curriculum, school environment, and a variety of activities aimed at student success and maintaining the schools as a center of community events. A parent-signed compact for participation is required for each student enrolled in the district. The district has a standing philosophy recognizing parent choice as paramount to student achievement.

The Kingsburg Elementary Charter School District believes that an educated person in the 21st century is a confident, lifelong learner who can communicate successfully, think creatively, reason logically, manage resources effectively, and contributes talents, strengths, and abilities to the community.

The Kingsburg Elementary Charter School District believes that learning best occurs when:

- Instructional activities are meaningful and, where appropriate, integrated
- Assessments are used as a diagnostic tool to guide instruction and as an accountability tool ensure academic mastery
- Curriculum and instruction reflect a rich and appropriate balance of direct instruction, reading, and activities that help provide real-life context
- Expectations and accountability are high
- Parents are involved in the educational process
- Students are given opportunities to make responsible decisions
- Students are respected and their input is acknowledged, valued, and promoted

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- Students feel safe and secure in their learning environment
- Students are enriched through access to technology, field trips, exposure to the arts, and extra curricular activities

Students to be Served

The district offers options to students and families choosing a highly accountable, customized educational program. The district is dedicated to serving all K-8 students who desire an education that meets student needs through classroom and/or personalized instruction. The district is nonsectarian and nondiscriminatory by gender, ethnicity, religion, national origin, ability, disability, or place of residence. Kingsburg Elementary Charter School District services students who reside in the district's boundaries of Fresno and Tulare Counties and Kingsburg Community Extension School students living in counties adjacent and contiguous to Fresno and Tulare Counties, as specified in California charter school law.

Curriculum and Instructional Design

Four of the district's schools specialize in specific grade levels. Washington School serves pre-school and grades K-1, Lincoln School serves grades 2-3-4, Roosevelt School serves grades 5-6, and Rafer Johnson Junior High serves grades 7-8. This grade-level configuration insures a consistent and fair education for all students across each grade level. It also allows teachers and administrators to focus their efforts and training on the specific needs of children at their particular grade levels. A fifth school, Kingsburg Community Extension School, offers a complete K-8 curriculum to students through a personalized instruction model.

The curriculum is based on the California State Standards and covers all core content disciplines. The instructional program has been designed using California grade level content standards and curriculum frameworks. State adopted textbooks are used in all classrooms and in all core curriculum subjects (Attachment A). California standards-based materials are often supplemented with a variety of time-tested curriculum choices in order to accommodate a child's complex learning needs.

Plan for Students Who Are Academically Low Achieving

While ensuring that the achievement of all students continues to rise, one of the district's primary goals for the next 5 years is to narrow the 'achievement gap.' This goal will be realized by accelerating the mastery of content standards by students at or below the 'basic' level of performance. In that regard, one extremely important partnership the district has formed is with the *Springboard* consulting firm. The district and *Springboard* have a 3-year commitment to improve the district's educational delivery in such ways as to increase the academic performance of all students, particularly low achieving students.

The district is meeting the needs of academically low achieving students through a variety of intervention programs and instructional strategies. For example, under the immediate supervision and direction of a fully credentialed teacher, low achieving students may receive focused instruction in small groups (or even one-to-one) with paraprofessional educators or, in some cases, with trained classroom volunteers. Other intervention programs may include after-school tutoring, tutorial workshops, after-school tutoring, tutorial workshops during lunch, AVID, small group differentiated learning centers within the classroom, and/or instruction from a resource teacher. The Student Study Team (SST) process is used to identify students who need alternative interventions to enhance learning. These students are identified through one or more of the following methods: standardized test scores, instructional software assessment, teacher observation, curriculum-based measurement, academic grades, and/or other school-approved screening criteria.

Plan for Students Who Are Academically High Achieving

The district meets the educational needs of academically high achieving students through programs and instructional strategies including but not limited to: Gifted and Talented Education (GATE), self-paced instructional software, and/or differentiated instruction. These students are identified through one or more of

the following methods: standardized test scores, GATE testing, instructional software assessments, teacher observation, academic grades, and/or other school-approved screening criteria.

Plan for English Learners

The district identifies English Learners (EL) through the Home Language Survey. These students are assessed using the California English Language Development Test (CELDT). These students are one of the highlighted groups in which the district and *Springboard* are formulating strategies to strengthen students' academics. Students that are identified as EL are assisted through a variety of instructional strategies and programs that include: instruction by teachers who have CLAD or BCLAD certification, English Language Development (ELD) and/or Specially Designed Academic Instruction in English (SDAIE) certification. Other instructional strategies are peer or cross-age partnering and differentiated instruction.

Plan for Special Education

The district understands its legal responsibility to provide educational services to students who qualify for special education programs. The district has a Special Education department through which it can directly provide necessary programs and services to many of its students with disabilities. Moreover, the district is a member of the Fresno County Special Education Local Plan Area (SELPA). Through the Fresno County SELPA, the district ensures that the complete array of programs and services is available to meet the needs of students with severe disabilities.

The process used to identify students for special education services is as follows: Students can be referred by parent and/or teacher or through Student Study Team (SST) meeting. If the student needs to be evaluated for special education services, a formal evaluation, approved by the parent/legal guardian, will be given. All assessments (behavior, health, psychometric, and/or academic) will be performed in accordance to state and federal law.

An Individualized Education Program (IEP) meeting will be held to determine the programs or services a student may need. Each disabled student will be placed in appropriate programs and provided appropriate services in relation to his or her needs, as set forth in the student's written IEP. The student's progress toward meeting the IEP's goals will be monitored and assessed regularly in accordance with state and federal law.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes

The district's beliefs and goals state that all students will receive an excellent education, instruction that meets individual needs, and that all students can learn and will be respected. Student performance will be assessed using a variety of measures to demonstrate the extent that all pupils have attained the skills and knowledge to progress successfully.

Stated in the district's educational philosophy is the belief that all students can learn and they learn in different ways. Kingsburg Elementary Charter School District is committed to an academic program which promotes a high level of student achievement based upon each student's needs, through a rigorous curriculum with high expectations and support. In keeping with the educational philosophy the district's measurable student outcome goals are for district students become sufficiently proficient in the core subjects of English-language arts, mathematics, science, and history-social science, as well as physical education, to enter high school without need of any remedial coursework:

- All students will progress towards achieving the state content standards at a proficient or advanced level as measured by the California Standards Tests in Language Arts, Mathematics, Science and Social Studies at the grade levels determined by the California Department of Education.
- All students will progress towards achieving at the proficient level as measured by the regularly administered benchmark assessments as identified and used by each school site.

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- English learners will advance at least one fluency level each year as measured by the CELDT. The results of local ELD benchmark assessments will be reported to parents of English learners at least annually as supplemental, comparative evidence of each English learner's progress toward proficiency in English.
- All students will attend school daily and complete teacher assigned daily work.

Academic Performance Index

The district's plan for achieving API annual growth targets include:

- An annual review of each student's progress
- Annually review each school's benchmark assessments to ensure they are correlated with the state content standards
- Establish quarterly benchmark assessment calendar to chart progress of each student's academic achievement
- Continue to provide timely and relevant professional development for all staff members
- Identify all students who score below the proficient level on the CST and provide specific intervention to ensure academic progress
- Purchase standards based curricula and other instructional and supplemental materials, as needed
- Investigate new technology that will strengthen the instructional program
- Continue grade level meetings to ensure continued improvement of the instructional program

See the Academic Performance Index Reports (Attachment B) for historical data.

Methods of Assessment

Student progress in meeting the desired student outcomes is measured and evaluated through a variety of methods:

1. State mandated assessments
2. Local assessments and evaluations - schools in the district will conduct local assessments and evaluations that may include:
    a. Teacher observation emergent literacy survey (K-1)
    b. Houghton Mifflin Cycle of Inquiry
    c. State adopted textbook assessments
    d. Teacher developed assessments
    e. Advantage Learning's Accelerated Reader computer diagnostic assessments
    f. Advantage Learning's STAR reading standardized computer assessments
    g. Portfolio conference with parents
    h. Informal and formal parent conferences throughout the year
    i. School progress reports
    j. Standards-based report cards
    k. Daily attendance

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l. Daily work and homework completion

m. Benchmark tests:

i. San Diego Math

ii. Houghton Mifflin Theme tests and writing assessments

iii. Scantron's Ed. Performance assessments in Language Arts and Mathematics

Use and Reporting of Data

Data on student achievement are collected, analyzed, and reported to school staff and parents through the following measures.

1. Methods of collecting data:
   a. Aeries data management and Data Director software to collect data from state assessments, local benchmark assessments, and classroom assessments
   b. Data reports provided by the state as part of STAR
   c. Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects and student attendance
   d. Advantage Learning's STAR Reading reports
2. Forums for analyzing data:
   a. Teacher analysis of collected student data
   b. Grade level meetings
   c. Vertical math and language arts meetings
   d. Parent-teacher conferences
   e. Staff meetings
   f. Intervention teams
   g. Student Study Teams
   h. Administrative leadership meetings
   i. School site councils
   j. School Board meetings
3. Means of reporting data:
   a. Student STAR Reports
   b. Parent conferences
   c. Media reporting
   d. Board meetings
   e. School Accountability Report Cards
   f. School web site http://www.kingsburg-elem.k12.ca.us

Data on student performance are continuously being analyzed by school staff and used to improve the total educational program so all students can progress to meet the district proficiency outcomes.

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IV. GOVERNANCE STRUCTURE

The district's governing structure is directed by an elected Board of Trustees, consisting of five (5) members, retaining the existing terms and qualifications. The current election process for the Board of Trustees, as governed by state and local statute, will remain in place. The ultimate authority for the governance of the district will remain with this elected Board of Trustees. Policies will continue to be enacted at public board meetings.

The Board of Trustees actively seeks and enthusiastically welcomes parent input on a wide range of topics, from curriculum and instruction, to assessment and accountability, to school operations, to budget and finance. The following forums are regularly provided for parent input:

- Superintendent has primary responsibility for implementing district vision, policies, and operation
- The day-to-day operations of schools within the district are the responsibilities of the school site principal in accordance with the school specific operational plan
- School site advisory councils are composed of parents/community members and staff elected by their peers with the role of each school site advisory council to:
    - consult with parents and teachers regarding the site's educational program
    - consider parent suggestions and concerns
    - oversee curriculum and services
    - participate in developing annual goals

V. HUMAN RESOURCES

In order to be creative and flexible in providing an optimal learning environment, the district will have policies and procedures for all those who work with children. These policies and procedures will be reflected in the district's hiring practices, evaluation methods, and professional development.

- Superintendent

  The superintendent must hold a valid California administrative services credential. The superintendent is employed by and responsible to the Board of Trustees. The superintendent shall have a criminal background check performed pursuant to Education Code Section 44830.1

- Principal

  The principal must hold a valid California administrative services credential and a valid California teaching or comparable credential along with the experience and skills required to fulfill the responsibilities of the position. The principal is employed by the Board of Trustees and is responsible to the superintendent. The principal shall have a criminal background check performed pursuant to Education Code Section 44830.1

- Teachers/ Coordinators

  Classroom teachers and coordinators must hold valid California teaching credentials. All teachers and coordinators are NCLB compliant. They are employed by the Board of Trustees and are responsible to the principal and superintendent. Teachers shall have a criminal background check performed pursuant to Education Code section 44830.1

- Classified Personnel

  All classified personnel must meet the qualifications and standards established for employment and are responsible to the superintendent and principal. All classified employees shall have a criminal background check performed pursuant to Education Code Section 44830.1

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The district will ensure teachers and instructional aides meet the "highly qualified" designation as set forth in the No Child Left Behind Act of 2001. In addition, it is expected that all employees of the district have a solid understanding of and commitment to the importance of student success and a commitment to a collaborative partnership.

The district will have the option of entering into agreements with local colleges and universities in order to become a professional development district. These agreements would allow college students in neighboring areas to do observations or student teaching in the district. This would further allow classes to be offered for student teachers and interested staff in the district. Furthermore, instructors in the district would have access to the supervisors of student teachers and to course work leading to their credentials.

Compensation and Benefits

All new and existing employees will participate in STRS, PERS, and/or Federal Social Security, as appropriate. The district makes all employer contributions as required by STRS, PERS, and Federal Social Security. The district also makes contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Employee Representations

The district shall be deemed the exclusive public school employer of the employees of the district for the purposes of the Education Employment Relations Act.

Rights of School District Employees

The district acknowledges that no employee can be forced to work for the charter school district; however, since this is the tenth year of the Kingsburg Elementary Charter School District, it is also acknowledged that all current employees have agreed to work under the charter. The charter will continue to pertain to all district staff for the duration of the charter's term. The all-district charter's term will be for five (5) years, unless voluntarily surrendered by the district's Board of Trustees or revoked by action of the State Board of Education and State Superintendent of Public Instruction prior to its expiration. All new employees are informed, before hiring, of the charter status of the district. Once a new employee signs a contract with the district, having been given that information, that employee is deemed to be an employee of Kingsburg Elementary Charter School District. If the charter is voluntarily surrendered or revoked, all employees will revert to their status as employees of the Kingsburg Joint Union Elementary School District.

In the event of a dispute between the district and any employee, the following internal dispute resolution process shall be implemented:

- Should a dispute arise at the staff level, the principal will meet with the staff member in an informal setting to discuss and resolve the dispute. The informal meeting shall take place within five working days from the day the staff member registers the complaint.
- If the two parties are unable to resolve the dispute, the aggrieved party will put his/her complaint in writing and submit it to the superintendent. The superintendent will meet with the two parties within five working days from the date he/she receives the written complaint. The superintendent will render a decision within five working days. The superintendent's decision shall be final.

Health and Safety

The district will adhere to the existing state laws regarding fingerprinting and drug testing of employees. All employees will be required to submit a valid negative test for tuberculosis. The district will adhere to existing board policy pertaining to the safety and health of all employees and students.

The district will maintain policies and procedures conducive to school safety; responses to natural disasters and emergencies; and blood-borne pathogens, as well as appropriate policies related to student

behavior and the administration of prescription drugs and other medicines. District nurses and nurse assistants are available to meet the needs in regards to the health and safety of both students and staff.

The district will maintain policies as a drug, alcohol, and tobacco-free workplace.

All information related to the aforementioned policies will be included in parent/student or employee handbooks and will be reviewed on an ongoing basis, as determined by the district and/or the Board of Trustees policies.

The district has a district-wide safety plan entitled, Emergency Operations Plan, which is updated annually.

The facilities will receive an annual inspection by the county fire marshal and a property and liability loss control specialist to assure compliance with established health and safety standards (including Federal ADA). The Food Services facility will be inspected by the county health department.

The district will meet all federal, state, and local requirements for water, friable asbestos, and other toxic materials.

The district will maintain liability and excess liability, as provided by the Organization of Self-Insured Schools, JPA, and Schools Excess Liability. Workers compensation will be provided pursuant to provision of the California Labor Code.

Dispute Resolution

The procedures to be followed by the charter district and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), include at a minimum that:

(A) Kingsburg Elementary Charter School District acknowledges that the State Board of Education and Superintendent of Public Instruction are not local education agencies.

(B) Because the State Board of Education and Superintendent of Public Instruction are not local education agencies, they may choose to resolve a dispute directly instead of pursuing the dispute resolution process. If the State Board of Education and Superintendent of Public Instruction intend to resolve a dispute directly instead of pursuing the dispute resolution process, the district must first hold a public hearing to consider arguments for and against the direct resolution of the dispute.

(C) If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the State Board of Education's and Superintendent of Public Instruction's discretion in accordance with that provision of law and any regulations pertaining thereto.

(D) The costs of the dispute resolution process, if needed, will be shared by the district and the State Board of Education.

Kingsburg Elementary Charter School District agrees to work to accomplish all tasks necessary to fully implement this charter. If the State Board of Education and Superintendent of Public Instruction believe they have cause to revoke this charter, they agree to notify the Board of Trustees of the district and grant the district reasonable time to respond to the notice and take appropriate corrective action prior to the revocation of the charter petition. If such an action takes place, Kingsburg Elementary Charter School District will revert back to Kingsburg Elementary Joint Union District.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

The existing grade-level configuration of the district ensures a racial and ethnic balance that is reflective of the general population residing within the territorial jurisdiction of the district. The schools that

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comprise the district are philosophically and practically treated as one school on different sites. The schools, and the grade levels they serve, are as follows:

- Washington School ……...Pre-school, K-1
- Lincoln School ……..Grades 2,3,4
- Roosevelt School ……...Grades 5-6
- Rafer Johnson Junior High …….Grades 7-8
- Kingsburg Community Extension School …….K-8

Admission to the district is open to all students within the boundaries of the district (and, for Kingsburg Community Extension School, students who reside in a district of any county contiguous to the boundaries of the district) per policy for inter-district enrollment as adopted by the Board of Trustees. If the number of students who wish to attend a school within the district exceeds the school's capacity, enrollment, except for existing pupils of the district, is determined by a public random drawing.

The requirements for admissions shall be:

1. Student has satisfied all state required immunizations
2. Parent and student sign a compact indicating they will adhere to the elements of the charter agreement
3. Student has not previously been expelled from his/her former school and/or district for violations pertaining to health and safety codes

Out-of-district attendance requests shall be subject to review by the superintendent/designee regarding expulsion/suspension.

Non-Discrimination

The Kingsburg Elementary Charter School District is nonsectarian in its programs, admission policies, employment practices, and all other operations. The district shall not charge tuition and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

Public School Attendance Alternatives

No student residing within the district shall be required to attend schools of Kingsburg Elementary Charter School District. The district will ensure that a non-charter public school enrollment option is made available for any student residing in the Kingsburg Elementary Charter School District whose parents elect not to have the student attend a charter school. The option need only be for enrollment in any non-charter public school, not necessarily a specific non-charter public school that the parents may request, pursuant to Education Code Section 46600. (Attachments E & F)

Suspension/Expulsion Procedures

The district will maintain student discipline policies. These policies will be printed and distributed as part of the Parent/Student Handbook and will describe the expectations of the district for attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent and student will be required to verify, by signature, that they have reviewed and understand the policies. Students may be suspended and/or expelled if the student violates the elements of the Parent/Student Charter School Compact and/or for violations of the California Education Code Section 48900 and other provisions of State and Federal statutes regarding student safety issues. All students will be afforded due process as outlined in Education Code Section 48918. The due process for suspension will proceed from school staff to principal to superintendent and will follow district policies and regulations as adopted by the district's Board of Trustees. All discipline matters are conducted in compliance with due process. Due process includes the following steps: meeting with teacher and student; meeting with teacher, student, and

parent(s); meeting with teacher, student, parent(s), and site administrator; meeting with teacher, student, parent(s), site administrator, and superintendent or designee and/or meeting with Administrative Review Panel (composed of disinterested district personnel). Recommendations at each level of the process could include additional contracts, modifications, and/or interventions, in addition to alternative placements in neighboring districts and/or programs. The decision of the Board of Trustees is final and not subject to appeal to Fresno County Office of Education.

Policies and regulations will conform to applicable federal and state laws regarding students with exceptional needs.

All students being considered for expulsion may be suspended pending the presentation of the facts to the Administrative Review Panel. The Administrative Review Panel will make a recommendation to the Board of Trustees. The Board of Trustees will make the final decision following consideration of the Administrative Review Panel's recommendation and supporting evidence as well as any additional facts and arguments that may be presented. Reconsideration of ruling can only be made to the district's Board of Trustees.

VII. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Budget

The district's superintendent, the business manager, and the principals/directors annually develop a balanced operating budget to be approved by the Board of Trustees as a part of the annual budgetary process. The district's independent auditor annually conducts audits of the fiscal operation. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office Management and Budget Circulars. The district will comply with Fresno County Office of Education audit and accountability practices, though it will retain its rights under the parameters of Charter School law. Any disputes regarding the resolution of audit exceptions and/or deficiencies will be referred to the dispute resolution process contained in step V.

Financial Reporting

The accounting of the district's budgets, revenues, and expenditures are conducted in accordance to the district's Board of Trustees' Policies and Administrative Regulations. The district contracts an independent auditing firm to conduct the annual audit of fiscal and programmatic operations and report finding to the Board of Trustees. The district complies with state financial reporting regulations by submitting the 1st and 2nd interim report, unaudited actuals, end of year projection, and budget report. These reports are submitted to CDE through the county office of education which monitors the fiscal health of the district in accordance with applicable provisions of state law, generally referred to as Assembly Bill 1200 (Chapter 1213, Statutes of 1991).

Insurance

The district purchases general liability insurance, workers compensation insurance, and other necessary coverage through carriers approved by the district's Board of Trustees.

Administrative Services

The district is governed by the district's Board of Trustees. The superintendent and business manager are responsible for managing the district under policies and regulations adopted by the Board of Trustees. Services that are administered include but are not limited to: financial, management, personnel services, payroll, maintenance/operations, transportation, food services, special education, and curriculum and instruction.

Facilities

Kingsburg Elementary Charter School District consists of 5 school sites and 1 future school site:

Kingsburg Elementary Charter School District

Washington School
1501 Ellis Street
Kingsburg, CA 93631

Rafer Johnson Junior High & District Office
1310 Stroud Ave.
Kingsburg, CA 93631

Lincoln School & Operations/Maintenance Building
1900 E. Mariposa Street
Kingsburg, CA 93631

Kingsburg Community Extension School
1776 6th Ave.
Kingsburg, CA 93631

Roosevelt School
1185 10th Street
Kingsburg, CA 93631

Future School Site
395 Kern Street
Kingsburg, CA 93631

As the community of Kingsburg continues to grow, the enrollment of the school district will grow also. This charter petition will allow the district to expand its facilities through land purchases and/or building projects to meet the expansion needs, both present and future, of the Kingsburg Elementary Charter School District.

Transportation

Kingsburg Elementary Charter School District provides home-to-school transportation for those students who reside within the district's geographic boundaries. The district transportation system functions under the guidelines of the California Department of Education's Office of School Transportation. Students who reside outside the district are responsible for transportation to and from school.

Audits

Kingsburg Elementary Charter School District will adhere to the Board of Trustees' Policies and Administrative Regulations, and participate in the board's annual audit of fiscal and program operations.

The Board of Trustees oversees the selection of an independent auditor. The qualifications for an auditor are described in a request for proposal. The scope of the audit is as follows:

- Verifies the accuracy of the district's financial statements, attendance, and enrollment accounting practices, and reviews the district's internal controls.
- The audit is conducted in accordance with generally accepted accounting principals, the standards established by the Government Accounting Standards Board (GASB), and applicable provisions of the current edition of Standards and Procedures for Audits of California K-12 Local Educational Agencies (issued annually).
- As required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable office of Management and Budget Circulars.
- Completion of the audit should be within six months of the close of the fiscal year and before December 15th.
- Copies of the audit are to be given to the district business manager and are presented to the Board of Trustees at a regularly scheduled board meeting, following which copies are duly filed with state and local agencies as required by law.
- Audit exceptions or deficiencies are reported to the Board of Trustees with recommendations on resolving the exceptions.
- It is the responsibility of the district to resolve exceptions or deficiencies.

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Closure Protocol

Kingsburg Joint Union Elementary School District has been a public school since 1874. If the charter becomes inoperative, the district reverts to non-charter status. Notice of the change in status will be provided to all interested and concerned parties, including but not limited to, students and their families, employees, the Fresno County Office of Education, and the State Board of Education and State Superintendent of Public Instruction (through the California Department of Education). Student records will continue to be maintained on site as usual.

School Management Contracts

Kingsburg Elementary Charter School District does not contract out for business services. All business office personnel are district employees.

VIII. IMPACT ON THE CHARTER AUTHORIZER

As of June 30, 2006, the Kingsburg Elementary Charter School District will have operated as an all-charter district for a five-year period. During that period, the district does not believe its charter status per se has resulted in any major workload to the charter authorizer (i.e., the State Superintendent of Public Instruction and State Board of Education, served by the staff of the California Department of Education). The district foresees no increase in the authorizer's workload if the charter is renewed for a second five-year period (i.e., to June 30, 2011).

A key way in which the district assists the authorizer is an annual self-review and evaluation conducted under the auspices of the Board of Trustees. This process includes, but is not limited to, the following areas:

- Program content
- Student progress
- Management
- Budget
- Future plans

With the approval of the Board of Trustees, State Superintendent of Public Instruction, and State Board of Education, the charter will be renewed for a five-year period, from July 1, 2006, to June 30, 2011. The charter will be consistently operative during that time unless terminated by the Board of Trustees or revoked by the State Superintendent of Public Instruction and the State Board of Education.

If changes to the approved charter are contemplated, the district will confer with the California Department of Education (as the representative of the charter authorizer) to determine if the proposed changes constitute material revisions. If the changes are material revisions, they must first be approved by a majority of the district's teachers and by the Board of Trustees, then they must be approved by the State Superintendent of Public Instruction and the State Board of Education.

Kingsburg Elementary Charter School District

IX. ATTACHMENTS

Attachment A: Core Curriculum

Attachment B: Academic Performance Index Reports

Attachment C: District's Organizational Chart

Attachment D: Parent/Student/District Compact

Attachment E: Memorandum of Understanding – Clay Elementary School District

Attachment F: Memorandum of Understanding – Selma Unified School District

Attachment G: Financial Condition Certification Letter

Attachment H: Assurances

Kingsburg Elementary Charter School District

Attachment A

Core Curriculum

Grade	Reading/Language Arts	Mathematics	Science	Social Science
Kindergarten	Houghton Mifflin *A Legacy of Literature*	Saxon *Math K*	Houghton Mifflin Science Components	Houghton Mifflin Social Science Components
1st Grade	Houghton Mifflin *A Legacy of Literature*	Saxon *Math 1*	Scholastic Science & AIMS	Scholastic *Social Studies*
2nd Grade	Houghton Mifflin *A Legacy of Literature*	Saxon *Math 2*	Holt *Science*	Harcourt Brace *Social Studies*
3rd Grade	Houghton Mifflin *A Legacy of Literature*	Saxon *Math 3*	Scott Foresman *Science*	Harcourt Brace *Social Studies*
4th Grade	Houghton Mifflin *A Legacy of Literature*	Houghton Mifflin *Mathematics*	Houghton Mifflin *Discovery Works*	Harcourt Brace *Social Studies*
5th Grade	Houghton Mifflin *A Legacy of Literature*	Houghton Mifflin *Mathematics*	Houghton Mifflin *Discovery Works*	Houghton Mifflin *America Will Be*
6th Grade	Houghton Mifflin *A Legacy of Literature*	Houghton Mifflin *Mathematics*	Holt Science & Technology *Earth Science*	Houghton Mifflin *A Message of Ancient Days*
7th Grade	Holt *Literature & Language Arts*	Prentice Hall *Pre-Algebra*	Holt Science & Technology *Life Science*	Houghton Mifflin *Across the Centuries*
8th Grade	Holt *Literature & Language Arts*	Prentice Hall *Algebra*	Holt Science & Technology *Physical*	Houghton Mifflin *A More Perfect*

Kingsburg Elementary Charter School District

			Science	*Union*

Kingsburg Elementary Charter School District

Attachment B

Academic Performance Index Report

2004-05 Academic Performance Index (API) Growth Report

	API			Met 2005 AYP Criteria for:					PI Status
	2004	2005	Growth 2004 to 2005	All Components	English-Language Arts	Mathematics	API	Graduation Rate	PI Status
Kingsburg Elementary Charter	742	780	38	No	No	No	Yes	N/A	No
Elementary Schools									
Kingsburg Community Charter	749	774	25	Yes	Yes	Yes	Yes	N/A	Not T1
Lincoln Elementary	774	795	21	Yes	Yes	Yes	Yes	N/A	Not in PI
Roosevelt Elementary	730	788	58	Yes	Yes	Yes	Yes	N/A	Not in PI
Washington Elementary		795		Yes	Yes	Yes	Yes	N/A	Not in PI
Middle Schools									
Johnson (Rafer) Junior High	719	764	45	Yes	Yes	Yes	Yes	N/A	Year 1

2003-04 Academic Performance Index (API) Growth Report

School Type for 2003 API Base	STAR 2004 Percent Tested	2004 API Growth	2003 API Base	2003-04 Growth Target	2003-04 Growth	Met Growth Target: School-wide	Met Growth Target: Comparable Improve-ment (CI)	Met Growth Target: Both Schoolwide and CI	Met Growth Target: Awards Eligible
KINGSBURG ELEMENTARY CHARTER	99	745	740	E	5				
Elementary Schools									
Lincoln Elementary	100	776	781	1	-5	No	Yes	No	No
Roosevelt Elementary	99	733	739	3	-6	No	No	No	No
Middle Schools									
Johnson (Rafer)	99	721	685	6	36	Yes	Yes	Yes	Yes
Small Schools									
Kingsburg Community	100	726*	749*	3	-23	No	No	No	No

Kingsburg Elementary Charter School District

" * " means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

Kingsburg Elementary Charter School District

2002-03 Academic Performance Index (API) Growth Report

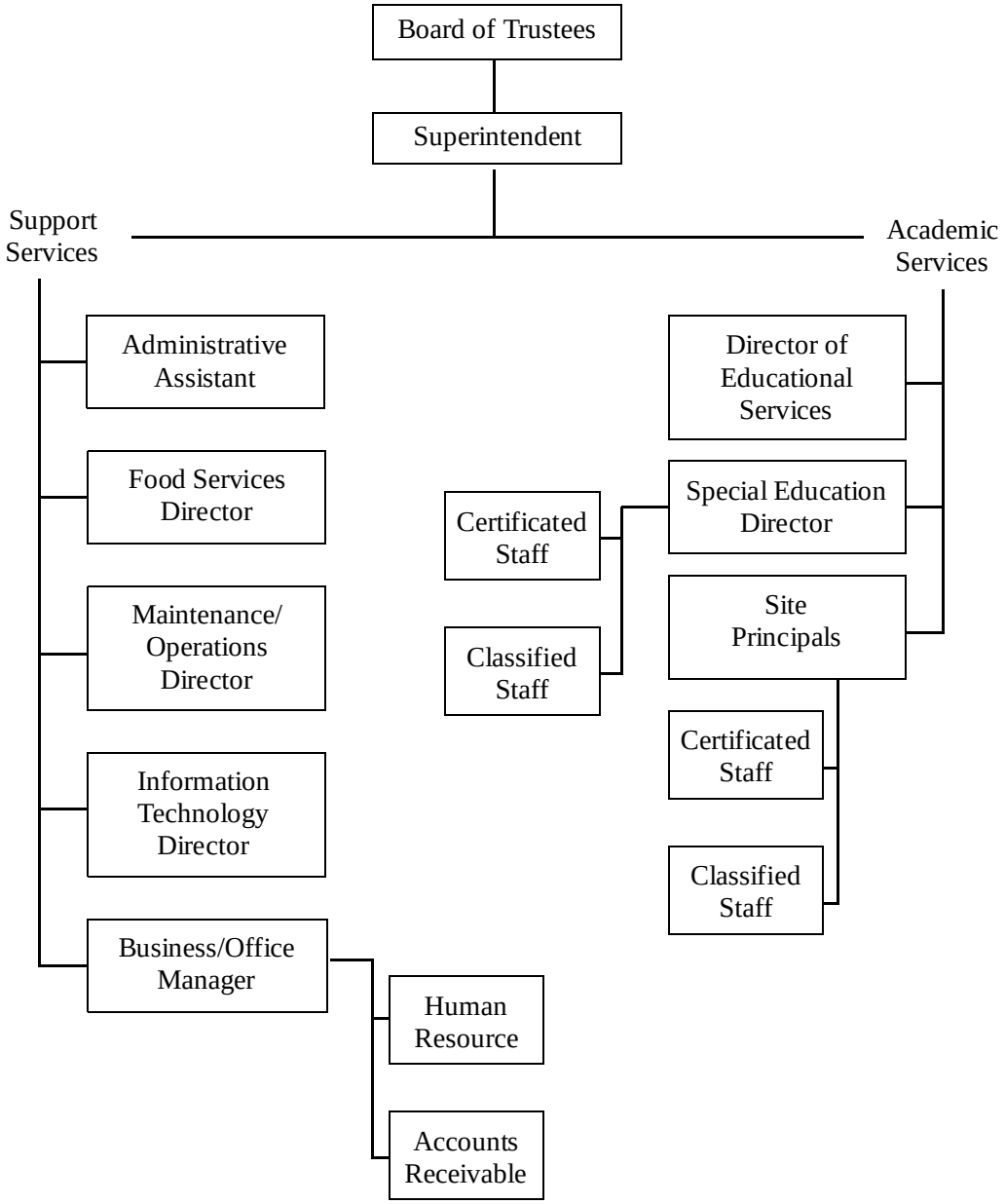
School Type for 2002 API (Base)	STAR 2003 Percent Tested	2003 API (Growth)	2002 API (Base)	2002-2003 Growth Target	2002-2003 Growth	Met Growth Target: School-wide	Met Growth Target: Comparable Improve-ment (CI)	Met Growth Target: Both Schoolwide and CI	Met Growth Target: Awards Eligible
KINGSBURG ELEMENTARY CHARTER	100	735	714	E	21				
Elementary Schools									
Lincoln Elementary	100	776	758	2	18	Yes	Yes	Yes	Yes
Roosevelt Elementary	100	735	709	5	26	Yes	Yes	Yes	Yes
Middle Schools									
Johnson (Rafer)	100	679	668	7	11	Yes	No	No	No
Small Schools									
Kingsburg Comm	100	747*	647*	8	100	Yes	Yes	Yes	Yes

" * " means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2003 or 2004. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

Kingsburg Elementary Charter School District

Attachment C

Organizational Chart



Kingsburg Elementary Charter School District

Attachment D

PARENT/STUDENT/CHARTER DISTRICT COMPACT

The purpose of this compact is to promote responsibility and respect in the students of the Kingsburg Elementary Charter School District.

CHARTER DISTRICT

1. Recognizes the right of parents to participate in decisions affecting their children and agrees to:
   a. provide periodic reports on student progress
   b. consult with parents regarding changes in the behavior and/or academic performance of the student
   c. respond in a timely manner to parent calls and/or requests for conferences
2. Accepts its obligation to provide a quality education for all students by:
   a. responding to the specific needs of students and their families
   b. utilizing an effective curriculum that will prepare students for the future
   c. providing competent personnel who display a nurturing and caring attitude toward children
   d. maintaining safe and secure school facilities
3. Welcomes parents as partners in the educational process of their children by:
   a. allowing parents to participate in various decision-making activities regarding school policy
   b. encouraging parent participation in school activities
   c. providing a wide variety of opportunities for parents to volunteer

PARENTS

1. Recognize that supervising a student is the joint responsibility of the parent and school and will:
   a. provide a time and a place for the completion of the homework assigned to the student
   b. reinforce the conduct and dress codes of the school
   c. ensure regular attendance at school, observing opening and closing times of the instructional day
2. Accept the responsibility of prompt and professional communication with the classroom teacher:
   a. regarding concerns about student performance, instruction, or other issues
   b. concerning matters that may affect the performance and/or behavior of the student at school
3. Agree to participate, whenever possible, in the school community by:
   a. attending a variety of school events
   b. volunteering service to the school through the many opportunities that will be provided

STUDENT

1. Recognizes that he/she is ultimately responsible for his/her learning and will:
   a. attend school regularly, observing the opening and closing times of the instructional day
   b. diligently pursue his/her studies at school and home, completing all work to his/her best level
2. Accepts the responsibility of maintaining a high level of conduct at all times by:
   a. demonstrating respect toward school employees, other adults on campus, his/her parents, fellow students, and the community
   b. showing respect for school property and the property of others
   c. following all school rules, including the district dress and conduct codes
3. Agrees to make a positive contribution to the school and community by:
   a. setting an example for others to follow
   b. volunteering service to the school through the many opportunities that will be provided

Parents and students may withdraw from this compact, at any time, and arrange for attendance alternatives that may include an alternative District program or attendance in another school district. Should the student represented in this compact consistently fail to support the development of responsibility and respect in the

Kingsburg Elementary Charter School District

students of the Charter District, the District reserves the right to dismiss the student from the District through the expulsion process. Prior to dismissal, the following due process steps will be observed:

1. The student and his/her parents will be notified, in writing, of the reason(s) the District is recommending expulsion.
2. A hearing will be held before an Administrative Review Committee (composed of impartial individuals), at which both the school and the parents will have an opportunity to present facts and evidence supporting or opposing the district's recommendation. The Administrative Review Committee will make a recommendation to the Board of Trustees. The Board of Trustees will make the final decision following consideration of the Administrative Review Committee's recommendation and supporting evidence as well as any additional facts and arguments that may be presented.
3. The parent may ask for reconsideration of the Administrative Review Committee's recommendation to the Board of Trustees. The reconsideration request must be filed with the Superintendent within ten (10) days after receipt of the recommendation from the Administrative Review Committee.

We, the undersigned, agree to the terms of the compact.

Student's Signature __ Date _____

Parent's Signature __ Date _____

District Representative's Signature _____ Date _____

Kingsburg Elementary Charter School District

Attachment E

CLAY ELEMENTARY SCHOOL DISTRICT

California Distinguished School 1997-2008
National Blue Ribbon School 2000-2001

BOARD OF TRUSTEES

Jeffrey Boldt

William Johnson

Randel M. Yano, D.C

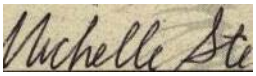
MICHELLE STEAGALL, Ed.D.
Superintendent/
Principal

November 22, 2005

MEMO OF UNDERSTANDING

In the event that residents within the sphere of attendance of the Kingsburg Elementary Charter School District, who choose not to have their children attend the Kingsburg Elementary Charter School District may enroll their children in the Clay Joint Union Elementary School District. The Clay Joint Union Elementary School District agrees to permit said children to enroll as students as long as 1) the Clay Joint Union Elementary School District is not impacted and 2) the students are in compliance with the receiving district's inter-district transfer requirements

Agreed upon by:



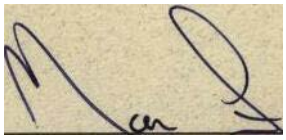
_____

__11/22/05____

Dr. Michelle Steagall, Superintendent/Principal Date
Clay Joint Elementary School District

12449 South Smith

Kingsburg, CA 93631



_____

Kingsburg Elementary Charter School District

Phone 559.897.418
Fax 559.897.228

__11/22/05____
Dr. Mark Ford, Superintendent
Kingsburg Elementary Charter School District

Date

Kingsburg Elementary Charter School District

Attachment F

SELMA UNIFIED SCHOOL DISTRICT

Memorandum of Understanding

In the event that residents within the sphere of attendance of the Kingsburg Elementary Charter School District, who choose not to have their children attend the Kingsburg Elementary Charter School District, may enroll their children in the Selma Unified School District. The Selma Unified School District agrees to permit said children to enroll as students as long as:

1) Selma Unified School District is not impacted
2) the students are in compliance with the receiving district's inter-district transfer requirements.

Dr. Mark Ford, Superintendent
Kingsburg Elementary CharterSchool District

Date: 12/20/05

Dr. Anthony Monreal, Superintendent
Selma Unified School District

Date: 12/13/05

Kingsburg Elementary Charter School District

Attachment G

FINANCIAL CONDITION CERTIFICATION LETTER

fresno county
office of education

Dr. Peter G. Mehas
Superintendent

November 8, 2005

Marta Reyes, Director
California Department of Education
Charter Schools Division
1430 N Street, Room 5401
Sacramento, CA 95814

Dear Ms. Reyes:

This letter is to express the Fresno County Office of Education's support for the charter renewal of the Kingsburg Elementary Charter School District (KECSD). The KECSD (Charter# D2) originally was chartered in May 1996 and subsequently received a renewal in 2001 for an additional five years.

Education Code Section 47607 states that commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later; a charter school's charter may not be renewed unless specific performance standards have been met.

The Kingsburg Elementary Charter School District has met these performance standards. The Charter has maintained above average Academic Performance Index (API) scores for all its schools and that each has met their growth targets for all of the components of the 2005 Adequate Yearly Progress (APY) criteria as presented in their 2005 Accountability Report Card.

In addition to achieving a high academic standard, the KECSD has enjoyed a history of strong fiscal management. The Charter has received "Positive" certifications for each of its Interim Reports since its approval in 1996.

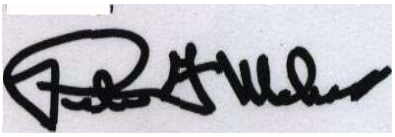
Kingsburg Elementary Charter School District

The Charter's 2005-06 July 1, 2005 Budget reflected a 12.08% estimated reserves for uncertainties for the current fiscal year and projects reserves of 11.92% and 11.57% for the two subsequent years.

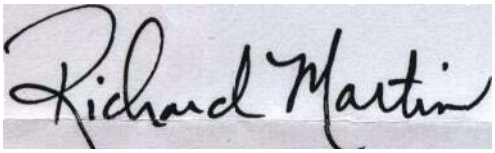
1111 Van Ness Avenue • Fresno, California 93721-2000
(559)265-3000 • TDD (559) 497-3912 • Web Site: www.fcoe.kl2.ca.us • FAX: (559) 497-3900

Based upon the County Superintendent of Schools' review of the Charter's financial reports in accordance with State Criteria and Standards **as** prescribed by AB 1200 and subsequent legislation,
the Kingsburg Elementary Charter School District can meet its required fiscal responsibilities.

Sincerely,



Dr. Peter G. Mehas Superintendent



Richard Martin, Director, District Financial Services

C: Dr. Daniel M. Pietro, Deputy Superintendent/CFO, FCOE
Dr. Don Holder, Administrator, Curriculum and Instruction, FCOE
Dr. Mark Ford, Superintendent, KECSD

Kingsburg Elementary Charter School District

Attachment H

ASSURANCES

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Kingsburg Elementary Charter District is true to the best of my knowledge and belief. I understand that, if awarded a renewal charter, the school district:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605(b)(5)(O)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. *[Ref. California Education Code §47605(l)]*
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school district.

_____ _____

Mark Ford, Ph.D., Superintendent *Date*

ITEM # 13

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Edison Charter Academy: Renewal of Charter Status Under State Board of Education Oversight for a Five-Year Period	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing on the request for charter renewal for Edison Charter Academy (ECA). Following the public hearing, it is recommended that the SBE approve the renewal of the ECA with conditions (on page 2 of this item) under the oversight of the SBE, subject to the development of a memorandum of understanding (MOU) between ECA and the CDE.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

ECA was originally granted a charter by the San Francisco Unified School District (SFUSD) in 1998. In 2001, the SFUSD governing board denied the renewal petition submitted by the school. ECA appealed to the SBE and was granted a renewal in July 2001.

There are a total of nine charter schools approved by the SBE that are currently operating in the state.

SUMMARY OF KEY ISSUES

In accordance with *Education Code (EC)* Section 47605(k), ECA submitted a request for a second renewal to the SFUSD governing board in October 2005. The governing board formally denied the renewal request on January 10, 2006; therefore, ECA is appealing that decision to the SBE.

EC Section 47607 establishes various threshold criteria for renewal of charter schools, stating that at least one of the criteria must be met as a condition of renewal. It appears clear that the school meets at least one of the renewal criteria.

SUMMARY OF KEY ISSUES (cont)

The Advisory Commission on Charter Schools (ACCS) reviewed ECA's request for renewal at its meeting on January 18, 2006, and unanimously recommended that the SBE approve the request, subject to the following conditions:

1. Development of an MOU between ECA and the CDE that covers elements essential to effective state oversight of the school that are not incorporated in the charter itself.

2. If ECA is provided a new facility by SFUSD at a new location, the CDE conduct a pre-opening site visit by August 1, 2006 to ensure the adequacy of the facilities.

3. The school provide, and CDE review, the management agreement the school has with Edison Schools Inc (ESI), to assure compliance with NCLB.

4. The school maintain a current written agreement with the SFUSD SELPA or another SELPA for the provision of special education services.

5. The following CDE recommendations from Attachment 1 be included in the new charter:

    - Modify language to state ECA will enter into a contract with SFUSD to delineate respective roles and responsibilities and add language that allows ECA to explore other SELPA possibilities (page 3 of Attachment 1);

    - Modify language regarding employee qualifications to state a commitment to credentialing and NCLB compliance for "specialty staff positions" and paraprofessionals (page 4 of Attachment 1);

    - Add language in accordance with new statute clarifying that if a student is expelled, fails to graduate, or ceases enrollment in ECA, the school will notify the superintendent of the school district within which the student's last known home address is located (page 6 of Attachment 1);

    - Add specific language regarding dispute resolution between ECA and the SBE that recognizes that because the SBE is not a local education agency it may choose to resolve disputes directly (page 6 of Attachment 1).

The school accepted these recommendations and they will be incorporated in the charter.

If the SBE approves this renewal, the ECA will be renewed for a five-year period, commencing on July 1, 2006, and ending June 30, 2011.

FISCAL ANALYSIS (AS APPROPRIATE)

There are currently two CDE staff positions assigned to oversee the SBE-approved charter schools, including the one statewide benefit charter school (established by the SBE in January 2006), and the eight all-charter districts, as well as to provide some essential business functions that support these schools and districts.

ATTACHMENT(S)

Attachment 1: CDE Staff Analysis of the Request for Charter Renewal from the Edison Charter Academy (10 pages)

Attachment 2: Edison Charter Academy Petition (22 pages)

Edison Charter Academy – Key Academic Performance Indicators

California Department of Education

M e m o r a n d u m

Date: January 12, 2006

To: Advisory Commission on Charter Schools

via: Marta Reyes, Director
Charter Schools Division

From: Greg Geeting

Subject: CDE Staff Analysis of the Request for Charter Renewal from Edison Charter Academy

Edison Charter Academy (ECA) has met the threshold requirement for renewal under *Education Code* (*EC*) Section 47607(b), and the school's charter (as revised) is generally consistent with the requirements of *EC* Section 47605. Therefore, California Department of Education (CDE) staff recommend that the school's charter be renewed for the five-year period specified in *EC* Section 47607(a), commencing July 1, 2006, and ending June 30, 2011. CDE staff also recommend that the renewal be conditioned upon execution (and periodic amendment, as necessary) of a memorandum of understanding with the CDE that covers all matters essential to effective oversight of the school's operation during the renewal period, including, but not limited to, continued participation in a Special Education Local Plan Area (SELPA). Finally, periodically in the analysis that follows, CDE staff recommends a few specific modifications of the revised charter.

Background

ECA began in 1998 under a charter granted by the SFUSD governing board. It operated as an SFUSD charter school from 1998-99 through 2000-01. For various reasons, the SFUSD governing board determined to pursue revocation, a matter that proceeded to dispute resolution. Eventually, in 2001, the SFUSD governing board denied a renewal petition that had been submitted by ECA and, at the same time, agreed not to oppose ECA's endeavor to secure renewal from the SBE. The ECA charter was renewed by the SBE, and ECA began operating as an SBE-chartered school in 2001-02.

In accordance with *EC* Section 47605(k), ECA submitted a request for a second renewal to the SFUSD governing board in October 2005. The SFUSD governing board initially declined to consider ECA's renewal request at all, but later reconsidered that

position and denied the renewal request (on January 10, 2006), stating that the "past relationship" between ECA and SFUSD made it "demonstrably unlikely to result in the successful five-year renewal of the charter" and therefore "in the best interests of the students of both [ECA] and the [SFUSD]…to deny the petition."

Since ECA's renewal request has been formally denied by the SFUSD governing board, the matter is now properly before the ACCS and the SBE.

Threshold Requirement for Renewal

EC Section 47607(b) establishes a threshold requirement for renewal of a charter as meeting at least one of the following criteria:

(1) Attaining Academic Performance Index (API) growth targets in the prior year or in two of the last three years, or in the aggregate for the prior three years.

(2) Ranked in deciles 4 to 10, inclusive, or the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) Academic performance that the charter authorizer determines to be at least equal to the academic performance of the public schools that the charter school's pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As the attached tables show, ECA has met the first and third requirements. In addition, the academic performance of ECA's two major subgroups of students has generally exceeded the same subgroups of students in SFUSD. This will be explained in more detail below.

Review of Elements of Revised Charter

Generally, the revised charter follows the structure of the existing charter with updates to reflect the passage of time. Highlights of the various charter sections are presented below:

I. Background: The Thomas Edison Charter School

In this section, a detailed history of ECA is provided, ECA's current board members are listed, and academic progress is summarized. A commitment is made to meeting the No Child Left Behind (NCLB) goal of 100 percent of students being proficient or advanced by 2014. It should be noted that ECA's principal literacy and mathematics programs, *Success For All* and *Everyday Math*, respectively, are not adopted by the SBE. However, charter schools are not obligated to purchase or use SBE-adopted programs.

II. Educational Philosophy and Program

The mission and vision statements and the description of curriculum are consistent with the minimum requirements of law and the general objective of the CDE and SBE to promote high quality schools.

- We recommend some modification of element 11 within the description of curriculum (top of page 9). The description expresses a commitment to "work cooperatively" with the SFUSD SELPA, but then indicates that the SFUSD SELPA "shall be responsible for delivery of special education services." The two statements are not entirely consistent. We recommend that this element be modified to state that ECA will enter into an agreement with the SFUSD SELPA that spells out the responsibilities of each entity to ensure that a free appropriate public education is provided to ECA's students with disabilities in the least restrictive environment in accordance with state and federal law, including referral of students for evaluation, development and implementation of Individualized Education Programs, and special education-related professional development for all ECA teachers and pupil support services personnel.

ECA has faced challenges with respect to special education. The relationship between ECA and the SFUSD SELPA has been somewhat strained, the SELPA receives the state and federal special education funding generated by ECA students. We believe it essential for ECA to have a current written agreement with the SFUSD SELPA in place for each and every year that the school is a participant in that SELPA.

- Although continuation of participation in the SFUSD SELPA, as described in the charter, is ideal, we note the possibility of ECA exploring membership in a different SELPA. Several precedents are now in place for "distance SELPA" membership by charter schools. A provision for exploration and potential implementation of this alternative may be a worthy addition to the charter.

III. Measurable Pupil Outcomes

This section makes a commitment to all ECA students meeting the California's academic content standards by the end of their time in the school. It also offers a general description of the Edison organization's performance standards.

IV. Method of Assessment

This section includes a commitment to participation in all state assessments required of students in noncharter public schools. It also describes the Edison organization's assessments. A commitment is included to an annual survey of parents, students, and staff to "maintain high levels of satisfaction."

V. Legal Issues and Governance

This section describes ECA's establishment as a nonprofit public benefit corporation and the composition of the governing board. The section includes a commitment to being nonsectarian in policies, practices, and operations; not charging tuition; not discriminating based on race, ethnicity, national origin, gender, or disability; and complying with all provisions of the Charter Schools Act. This section also describes leadership activities at ECA, including parent and community involvement.

VI. Qualifications for Employees

This section includes a commitment to all credentialed teachers being assigned in keeping with their credentials, as well as a commitment to complying with NCLB's "Highly Qualified Teacher" provisions.

- The charter implies that some "specialty staff positions" (e.g., music, art, physical education and health, etc.) would meet only "the qualifications and performance specifications outlined by ESI." We would recommend that this language be amended to express a commitment to credentialing and NCLB compliance, as necessary, for these specialty staff positions.

- The charter makes a commitment that classified employees will meet "all performance specifications as stated in ESI job descriptions." We would recommend, additionally, that a commitment be included to ensuring that any paraprofessional educators meet the minimum NCLB requirements.

A commitment is included to nondiscrimination in hiring based on race, creed, color, national origin, age, gender, disability, or “any other basis prohibited by law.”

VII. Procedures to Ensure Health and Safety of Pupils and Staff.

This section includes a blanket commitment to compliance with law, and it includes a specific commitment to fingerprint clearance of employees.

VIII. Non-Discrimination

This section expresses a commitment to achieving a racial and ethnic balance reflecting “the community being served” through information access “in diverse parts of the city.”

IX. Admissions Requirements

This section indicates that a lottery is conducted (in accordance with law). The only preferences established are for continuing students and their siblings.

X. Fiscal Issues and Annual Audit

This section indicates that ECA implements sound budgetary monitoring and overview. The section also commits to auditing and financial reporting as required by law. To the extent more specific provisions may be necessary for effective charter oversight, they can be incorporated in the MOU recommended by staff as a condition for renewal of the charter.

XI. Suspension and Expulsion Procedures

This section provides a detailed description of measures employed by ECA to preclude the need for suspension or expulsion. If suspension or expulsion must be considered, the section expresses a commitment to due process consistent with state and federal law. Suspension is permitted administratively, with appeal to the ECA governing board. Authority for expulsion is reserved to the ECA governing board or its designee.

XII. Teacher Retirement Fund Issues

This section, consistent with law, indicates that ECA will contribute to the State Teachers Retirement System or Public Employees Retirement System on behalf of its employees.

XIII. Public School Attendance Alternatives

This section makes it clear that no student can be required to attend ECA (consistent with law). Students not attending ECA have other public school alternatives.

- If a charter school student is expelled, fails to graduate, or ceases enrollment in a charter school for any other reason, legislation that took effect January 1, 2006, requires the charter school to notify the superintendent of school district within which the student's last known home address is located. We would recommend that a commitment to compliance with this new provision be included in the ECA charter.

XIV. Terms of Employment

This section indicated (consistent with law) that ECA is the exclusive employer for collective bargaining purposes. It also discusses compensation, class size, work year and day, and evaluation procedures.

XV. Dispute Resolution Procedure

This section describes an internal dispute resolution procedure for ECA teachers.

XVI. A School-wide Dispute Resolution Process

This section describes a broader dispute resolution process, but it is aimed at ECA and the Edison parent organization.

- The charter needs to include a statement regarding dispute resolution between ECA and the SBE (as the charter authorizer). We recommend language along the following lines:

  "Because the State Board of Education (SBE) is not a local education agency, it may choose to resolve any dispute with Edison Charter Academy (ECA) directly instead of pursuing a dispute resolution process.

  "If the substance of any dispute between the SBE and ECA is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the ECA charter in accordance with *EC* Section 47607, the matter will be addressed accordingly by the SBE."

XVII. Term

This section expresses the effective dates of the charter if renewed by the SBE: July 1, 2006, to June 30, 2011.

Additional Considerations

Possibility of Change of School Site

It must be noted that ECA faces a challenge in relation to its facility. ECA is a conversion charter that throughout its existence has been located at 3531 22nd Street in San Francisco. SFUSD is studying reorganization of district facilities, and relocation of ECA is a distinct possibility. When and exactly where the school would be relocated are still open questions. Obviously ECA must have a facility with proper local inspection and clearance in order to operate. We do not believe this issue should be a determining factor in the renewal decision. However, the matter of relocation and concomitant needs for inspection and clearance can be addressed in the MOU (that is recommended by staff as a condition for the renewal of this charter).

Academic Performance of Key Subgroups

It is noteworthy that ECA reflects the community in which its facility is currently located. According to ECA, approximately 70 percent of the students walk to school. As a consequence, the composition of ECA's student body is markedly different from SFUSD as a whole. As shown in the following table of 2004-05 percentage figures, ECA serves nearly three times the percentage of Hispanic/Latino students and twice the percentage of African American students.

	African American	Asian	Hispanic or Latino	White	Other
ECA	27	2	62	4	5
SFUSD	14	44	22	9	11

Since Hispanic/Latino and African American students compose such a large proportion of ECA's total student body (nearly 90 percent), the attached table compares the academic performance between ECA and SFUSD (for the same grade levels) for these subgroups for the last three years. The data indicate that academic performance for these subgroups has been consistently higher in ECA than in the SFUSD in English-language arts and mathematics.

Attachment

Edison Charter Academy – Key Academic Performance Indicators

Year of API Release/ STAR Administration Year	API State Rank	API Similar Schools Rank	Base API	Growth API	Actual API Growth (Growth Target)		CST % Prof/Adv English-Language Arts	CST % Prof/Adv Mathematics	CST % Prof/Adv Science
2004-05	3	7	677	708	31	(6)	31	40	13
2003-04	3	7	669	677	8	(7)	27	30	10
2002-03	2	3	589	676	87	(11)	27	35	N/A

Comparison of Academic Performance for Key Subgroups – Composite of Same Grade Levels
Edison Charter Academy (ECA) and San Francisco Unified School District (SFUSD)

STAR Administration Year	African American – CST % Prof/Adv						Hispanic or Latino – CST % Prof/Adv					
	English-Language Arts		Mathematics		Science		English-Language Arts		Mathematics		Science	
	ECA	SFUSD	**ECA**	SFUSD	**ECA**	SFUSD	**ECA**	SFUSD	**ECA**	SFUSD	**ECA**	SFUSD
2004-05	**29**	22	**31**	26	**18**	10	**30**	24	**44**	34	**9**	25
2003-04	**23**	16	**19**	17	**18**	7	**27**	20	**32**	27	**5**	12
2002-03	**21**	16	**28**	15	**N/A**	N/A	**27**	19	**34**	26	**N/A**	N/A

The Thomas Edison Charter Academy

San Francisco, California

Renewal Application

October 1, 2005

The Edison Charter Academy

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I. Background: The Thomas Edison Charter School

A. Executive Summary

The Edison Charter Academy ("the Charter Academy") is a Kindergarten through 8th grade elementary school with approximately 500 students. Edison Charter Academy is currently one of only seven schools statewide-- and the only school in San Francisco-- to be granted a charter by the State of California. In July of 2004, Edison Charter Academy expanded to 6th grade by unanimous vote by the State Board of Education and expanded to 7th grade in the 2005 school year.

The Charter Academy serves a diverse student population that is predominantly socio-economically challenged. Many of the students come to Edison Charter Academy from San Francisco's Mission District, where the school is located. Significant portions of students are bused from the Bay View/Hunter's Point area as well. Over half of the students at Edison Charter Academy are English Language Learners, and approximately 88% of the students participate in the Free and Reduced Lunch Program.

For the past seven years, the Charter Academy has partnered with Edison Schools Inc. ("ESI"). ESI, a for-profit education organization headquartered in New York, has been contractually responsible for the administration and implementation of the Charter Academy's academic program (subject to the oversight and supervision of the Charter Academy's Board of Directors). The ESI program offers rigorous, standards-based curriculum in Reading/Language Arts, Math, Science and Social Studies, as well as classes in core values, art, music, and P.E.

All instruction at the Edison Charter Academy is based on a comprehensive diagnostic assessment strategy, developed by ESI, which both determines student strengths and weaknesses and applies rigorous standards. At the heart of the system are classroom and standards-based assessments, structured portfolios, standardized testing, teacher-designed assessments and benchmark assessments calibrated to gauge student knowledge on a day-by-day and monthly basis. Using "Student Learning Contracts", the family, student, and teacher agree on goals for the upcoming academic quarter that can be monitored with comprehensive data.

The Charter Academy's curriculum, and the Charter Academy's academic gains, is described in more detail below. A few accomplishments are worth highlighting, however:

- The overall gain in API points for this school has been 119 points since 2001 compared to a district gain of 63 points;

- The average gain in the percent of students proficient in both English/Language Arts and Math sections of the California STAR test has been 19% since 2002;

- Edison Charter Academy's school library has become its crowning jewel. With funding from the Fisher Foundation, $35,000 was used to replace 20 to 30-year-old books and to enlarge the overall collection to support the higher levels of reading that students are achieving. New hardware has allowed the school to upgrade its library automation software.

- Edison Charter Academy consistently uses technology to enhance communication and track students' progress through monthly benchmarks in Reading/Language Arts, Math, Science and Social Studies. Every student and teacher has easy access to classroom computers, a computer Lab, a Television station, and other technologies.

B. CHARTER BOARD

Laura Baker: Laura Baker is a grandmother of six children attending Edison Charter Academy. Mrs. Baker is also the full time volunteer Librarian at Edison Charter Academy. As an active parent and supporter of the school since 1999, she is one of the founding members of the Charter Board in 2001, and is currently in her second term on the board as board president. Prior to becoming active at Edison, she spent 25 years as a Real Estate Loan Consultant in both the private and public sectors of Northern and Southern California. She is a fourth generation Californian.

Lupe Hernandez-Trejo: An Edison Charter Academy Board Member and Treasurer since 2001, Lupe S. Hernandez-Trejo is a native of San Francisco, California, where she resides with her husband and two children. While growing up in the city, she attended public schools including Lowell High School, and earned her B. A. from San Francisco State University. In 1994, after 8 years of working Real Estate lending and commercial finance, Lupe established Perfect Presentations, a business providing field marketing and public relations support for a variety of national and regional clients. Lupe's interest in the welfare of public schools began in 2001, when she became one of a small group of dedicated parents who mission was to save Edison Charter Academy as a charter school. Her two children attend Edison Charter Academy.

Vincent Matthews: Vincent Matthews is currently an Educator-in-Residence at NewSchools Venture Fund. Vincent Matthews focuses on investment strategy, due diligence, and management assistance for ventures in both the Charter Accelerator Fund and the Performance Accelerator Fund. Before this, Vince was Principal of John Muir Middle School in San Leandro where he was responsible for the operations, management and instructional leadership of the school. He has also served as both a Principal and a Regional Vice President of Operations for Edison Schools. In the latter position, Vince oversaw financial management, implemented staff development and supported increased student achievement for all eight of the state's Edison schools. Vince holds a B.A. in elementary education and an M.A. in educational administration from San Francisco State University.

Heather Mobley: Heather and her husband, Arthur, are parents of two children attending public schools in San Francisco. Heather has been a Board Member for the last five years and was a part of the leadership team that came together to save the school in 2000, which resulted in the State of California granting the Charter. She is an owner and the creative director of True Marketing Group (www.truemarketinggroup.com) supporting a variety of clients from Fortune 100 companies to entrepreneurial start-ups. A California native, she graduated Summa Cum Laude in 1979 from Stephens College in Columbia, Missouri.

C. Summary of Academic Success.

The Charter Academy's average achievement gain on the STAR CST in English Language Arts over the past four years has been **19** percentile points. In Math, the average achievement gain since 2002 has been **18.5** percentile points. <u>All of these gain rates are significantly above the national average, and represent substantial achievement progress for the students at the school</u>. (See **Appendix E** for complete data summary.)

Edison Charter academic expectations are rigorous and parallel the requirements as outlined in No Child Left Behind (NCLB). During the span of the 2005-2007 school years, 24.4% and 26.5% of Edison Charter's students will be proficient or advanced in English Language Arts (ELA) and Mathematics, respectively. After 2007, the student percentage scoring at proficient and advanced will increase incrementally until the100% mark is reached by the year 2014. The school will follow the Edison Design as the prime strategy to meet these lofty goals. The

design is centered on collaboration and distributing leadership throughout the site. Lead teachers and curriculum coordinators will be appointed to monitor and instruct best, research-based instructional practices. Technology will be used as an academic accelerator allowing teachers to monitor student's monthly academic practices. The data from the electronic benchmark will allow teachers to reflect upon practices and differentiate instruction. Edison Charter believes that the *Success For All and Everyday Math* programs offer the best opportunity to overcome the student and family literacy obstacles by providing them with a world-class program. Professional development is the life source for continual improvement at Edison Charter. Daily grade specific level sessions and weekly whole school staff development is scheduled for teachers and the principal. Regional Achievement Vice President, principal, and curriculum coordinators facilitate site's staff development. Teachers and administrators will attend national and regional staff development conferences to refresh and update curricular and instructional expertise. Teachers will ensure parents become an intimate partner in education by attending quarterly student learning contract (SLC) sessions, and attending nightly curricular sessions that introduce the curriculum to the parents.

Please refer to the charts listed in Appendix E for a more detailed summary of the Charter Academy's academic results.

II. Educational Philosophy and Program

Mission and Vision

The mission of the Edison Charter Academy is to provide a world-class education to a diverse cross-section of children residing in the San Francisco, California area. Through implementation of a high-quality, rigorous educational program, the Charter Academy aims to foster an academic environment that will allow the Charter Academy students to become self-motivated, self sufficient, life-long learners, as well as successful students, workers and citizens.

Innovative Curriculum: Education for the 21st Century

The Charter Academy intends to accomplish its mission by continuing to work with Edison Schools Inc. to provide the educational management program, facilities management, and related services and equipment.

ESI has spent the last decade developing, refining and implementing a powerful integrated school design that allows students to achieve world-class academic standards in all core academic subjects (ESI currently provides educational services to over 200,000 students in twenty-two states across the nation). ESI and the Charter Board have worked collaboratively over the past five years to implement the Edison school design, the highlights of which are described below:

1. **Schools organized for every student's success.** The Charter Academy consists of small, flexible schools-within-a-school, called "academies". The Charter Academy consists of a Primary Academy for students in grades K-2, and an Elementary Academy for grades 3-5 and Junior Academy 6-8. Because of the School's "academy structure", primary, elementary and junior students work with a team of four to six teachers and specialist teachers for two or three years at a time, rather than the typical 10 months.

2. **More time for learning.** The Charter Academy normally serves students for seven hours for grades K-8. The school year consists of approximately 180 days of instructional time.

3. **A rich and challenging curriculum.** The curriculum is built around five domains: humanities and the arts, mathematics and science, character and ethics, practical arts and skills, and physical fitness and health. High standards of achievement, organized by academy, have been developed for each domain and are benchmarked to California State Standards. Students who are English Language Learners (ELL) will receive curriculum appropriate to their needs (please find in **Appendix B** a description of English for Speakers of Other Languages).

4. **Teaching methods that motivate.** Teachers receive regular professional development in the use of methods and strategies — such as direct instruction, cooperative learning, and project-based learning — that close the achievement gap between affluent and poor children.

5. **Assessment that provides accountability.** Student progress is monitored in many ways to help ensure that standards are met. Students participate in Edison's performance-based assessment system, and local district and state testing programs.

6. **A professional environment for teachers.** Teachers receive the career development, resources, responsibilities, and opportunities that talented professionals deserve. Teachers receive extensive pre-service and in-service training and have significant time built into the schedule for planning and professional development every day. The Charter Academy's "lead" teachers work with the principal to design and implement professional development programs, oversee the development of new teachers, and serve as members of the school's Leadership Team.

7. **Technology for an Information Age.** Every student, teacher, principal, and administrator have access to a personal computer at school and be connected to ESI's national network called "The Common". Each teacher

receives a laptop computer, an e-mail account, a TV-VCR, and a telephone with voicemail in his or her classroom. Approximately three computers, with access to the Internet and Web-based educational resources, are installed in each classroom. Additionally, there is a 35 station IBM Computer Lab that is available to all grades and is used for the monthly benchmark testing.

8. **A partnership with families.** Meetings with teachers give family members an accurate and vivid picture of their child's accomplishments and needs. The Charter Academy strives to become a family-friendly school by allowing parents to participate meaningfully in school governance through our Parent Teacher Council (PTC), by enlisting parent volunteers, and by respecting parents as consumers of education.

9. **Schools tailored to the community.** ESI designs a substantial portion of the school's curricula, and will work with the Charter Academy's teachers, educational leadership, and parents to tailor the rest of the program to the interests of the community. The school forms partnerships with the social services available in the community, thereby linking service providers with the needs of students and their families. Students participate in community-service activities throughout their education to learn the value and rewards of service work.

10. **The advantages of system and scale.** The Charter Academy automatically becomes a part of a national network of ESI schools, linked by a common purpose and plan—and linked literally through ESI's technology system. The school will contribute to, and benefit from, ESI's extensive curriculum and professional-development efforts.

11. **Serving the needs of special education students.** As part of the Charter Academy's commitment to a philosophy of inclusion and individualized attention for all children, the Charter Academy agrees to work cooperatively with the District SELPA to meet all students' needs. The Charter Academy will remain accountable to the District SELPA, which will retain the responsibility and oversight of all special education programs. The SELPA shall be entitled to receive and retain all AB 602 and other restricted special education funding and shall be responsible for delivery of special education services.

Further details of the Charter School's plan to ensure positive results for its students are set forth in the attached *School Design Highlights*, **Appendix A.**

III. Measurable Pupil Outcomes

Because the purpose of a Charter Academy is ultimately to promote student achievement, the Charter School is accountable first and foremost for the progress of students in meeting challenging standards of learning.

Student Academic Standards

In accordance with the California Charter Act, ESI has developed student academic standards for each academy that specify what students should know for all major subject areas including reading, writing, speaking and viewing, history, geography, economics, civics, mathematics, science, music, art, world language, character and ethics, physical education and health. These standards are articulated by grade level for each academy and over the two- or three-year period in which students are in an academy. It is expected that all students will meet the California State Standards at the end of their time in the academy. However, progress is measured on an ongoing basis so that parents and educators continually know where students are in their educational program and make appropriate choices and set goals each quarter to ensure the student's success. This reporting and goal setting process is formalized in the Student Learning Contract (SLC). A sample SLC is attached as **Appendix C**.

School Performance Standards

ESI has developed school performance standards and implementation guidelines in the following key areas: curriculum, instruction, and assessment; technology; partnerships with families and the community; school organization; and professional development. The Charter School principal and leadership team will use the performance standards and implementation guidelines to assess, document, and report on their performance relative to ESI's school design.

The Charter Academy has an abundance of information about student performance that it uses to analyze its instructional program, to plan for improvement, and to report on progress. Reports should include, but need not be limited to, the measures detailed in Section III. Different measures may be available at different times during the year. ESI will prepare or help prepare statistical reports.

IV. Method of Assessment

The success of the Charter Academy is measured on the basis of student achievement and by measures of parent and student satisfaction.

Student Achievement

The Charter Academy is accountable first and foremost for the progress of students in meeting challenging standards of learning. Student achievement levels will be measured by two indicators: standardized tests required by California, and internal assessment tools developed as part of ESI's comprehensive school design.

Standardized Tests: All students at the Charter Academy take the same standardized tests as comparable students in the state, so that they may be compared on a relative basis to similarly situated students at other schools in California. Specifically, the Charter Academy conducts the pupil assessments required pursuant to the charter law and any other statewide exams applicable to students in public schools in California. Student achievement on standardized exams will be evaluated by measuring student progress against applicable baseline data. The preferred—and most reliable—method for analyzing achievement data will be to compare the progress of individual students over time. If this method of evaluation is not possible, achievement data will be analyzed by comparing the performance of cohorts of students over time. In the event that data cannot be analyzed through either of these means, the performance of different groups of students at the same grade level will be analyzed over time. Regardless of which form of data is generated, the standard of evaluation shall be whether students are making reasonable annual progress toward high standards; or, once high standards are reached, maintaining achievement at those levels. Where data is available, student progress in the Charter Academy may also be judged against the progress of similarly situated schools and students.

Edison Assessments: The Charter Academy uses the *Edison Benchmark Assessment* program for monitoring students on a monthly basis. This innovative program advances teaching and learning in several important ways. It provides teachers with quick, reliable monthly feedback on how students are progressing toward California, and ESI standards. It provides schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area. And, most important, it provides teachers with targeted strategies for helping students learn those things that the *Benchmarks* indicate they still need to master.

Parent and Student Satisfaction

The Charter Academy administers annually a survey conducted by a nationally recognized research firm to measure the satisfaction of the Charter Academy's parents, students, and staff. The Charter Academy is accountable for either demonstrating steadily improving levels of satisfaction or maintaining high levels

of satisfaction, as measured by the average satisfaction levels of comparable schools participating in the same survey program. The Charter Academy is also accountable for student attendance, parent attendance at SLC meetings, and teacher turnover, all of which evidence the support and continuity necessary to sustain a high level of performance at the school.

V. Legal Issues and Governance

The Charter Academy is a California public school. The Charter Board shall receive the charter and be responsible for the implementation of this charter as specified. The Charter Board will contract with ESI to implement and manage the Charter School program as outlined in this charter and as further detailed in a separate management agreement.

The Charter Board, a non-profit Board of prominent community and business leaders from the neighborhoods served by the school, together with parents, shall receive the charter and be responsible for the implementation of this charter as specified with the ESI's program. The Charter Board shall consist of not less than three (3), and no more than eleven (11) voting members and one ex-officio non-voting member. Each parent member shall be elected from among three nominees who have been chosen at a public meeting by the parents of students at the school. Other members shall be elected from among those nominated at a public board meeting. No parent or community member of the board shall be an employee or contractor of Edison Schools, Inc. No board member shall be compensated for serving on the Board. The Charter Board shall govern a nonprofit public benefit corporation. The Charter Board shall meet not less than once a month.

The Edison Charter Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations. The school does not charge tuition for attendance in the academic program and does not discriminate against any students on the basis of race, ethnicity, national origin, gender, or disability. ESI, and the Charter Board, are responsible for implementing the California Charter Schools Act and any other applicable laws in a good faith manner.

The Principal of the Charter Academy has a group of staff members who meet regularly and serve as the leadership of the school. The Leadership Team is responsible for the day-to-day governance of the school and consists of, but are not limited to the Principal and the Lead Teacher from each of the school's houses.

Research shows that parental and community involvement is likely to have a positive impact on student achievement. In recognition of this fact, the Charter Academy design requires strong linkages with family and community partners.

Indeed, building family and community partnerships is an essential component of the ESI model. Our vision for partnerships with families and partnerships with community has several design components, each of which is explained in further detail below:

- The Family and Student Support Teams (FASST) develops individual plans to support each child's educational development, engage classroom teachers in creating individual and school wide plans, and provide linkages to a consortium of service providers. The FASST is an extension of *Success for All*, Edison's chosen reading program, and is intended to support student attendance, achievement, and parental involvement.

- Parents are also encouraged to participate in goal setting for their child through the quarterly conferences scheduled to discuss every students' Student Learning Contract.

VI. Qualifications for Employees

Each certificated employee at the Charter Academy will meet the state-licensing requirement for the position he or she holds. The selection and appointment of Charter Academy staff members shall be the exclusive prerogative of the Charter Academy.

The Charter Academy complies with the requirements of the *No Child Left Behind Act* with regard to the recruitment and hiring of highly qualified teachers. All teachers serve as classroom teachers but they may apply for a particular position such as developing teacher, senior teacher, and lead teacher within the Charter Academy. These positions are defined as part of a career ladder with different levels of responsibility and pay at each level. A short description is below:

Lead Teacher
As the professional and organizational leaders for their teams and schools, lead teachers hold a great deal of responsibility and respect. Lead teachers act as the organizational head of their school team (House). They coach and serve as mentors to less experienced colleagues. They also lead and encourage productive discussions and collaboration among team members and promote effective communication among the team, families, and the school community. Lead teachers also coordinate the needs of their House with ESI's professional development specialists. The lead teacher along with each teacher on their House team is responsible for ensuring that students meet the expected standards.

Senior Teacher
Senior teachers demonstrate mastery in their field, versatility in instructional methods, and capable classroom management, as well as collegiality, confidence, and initiative. Each senior teacher acts as a Curriculum Coordinator for a particular subject within an academy. Senior teachers are responsible for the successful implementation of their areas of the curriculum, attend national training programs in their areas of expertise, continue curriculum development in their area of expertise, and identify training requirements.

Teacher
Teachers continue to work on developing their own classroom instruction and pedagogy, but also begin to take on some leadership roles within the school. Like all partnership teachers, they are responsible for designing curricula, implementing effective instructional strategies, communicating with parents, and working effectively with colleagues and the school community.

In addition, the Charter Academy has specialist teaching positions in music, art, and physical education. Additional specialist positions support the school, including a Technology as a Second Language Director ("TSL Director"), User Support Technician, and Library/Media Specialist.

The Leadership Team of the Academy includes the Principal, Lead Teachers, TSL Director, and Student Support Manager of the academy. They are responsible for managing the implementation of the ESI program and make decisions as part of a site based decision-making team.

For specialty staff positions such as music, art, physical education and health, Technology as a Second Language Director, and Student Support Manager, the Charter Academy will ensure that staff meets the qualifications and performance specifications outlined by ESI. Likewise, for all classified positions, the Charter Academy ensures that staff meets all performance specifications as stated in ESI job descriptions.

The Charter Academy does not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability, or any other basis prohibited by law.

VII. Procedures to Ensure Health and Safety of Pupils and Staff

The Edison Charter Academy complies with all state and federal safety laws. In addition, the Charter Academy complies with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee, not possessing a valid California Teaching Credential, must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

VIII. Non-Discrimination

The academy seeks to create a racial and ethnic balance at the school that reflects the community being served.

The academy achieves this racial and ethnic balance by providing access to information about the program to parents, and community members in diverse parts of the city.

IX. Admissions Requirements

The Students, who currently attend the Charter Academy, and their siblings, have first priority as long as places are available before places are opened up to other students. Staff may elect to have their children attend the Academy. In the event that the school is oversubscribed for additional places, students are selected using a lottery system. Because the Charter Academy is a public school committed to equal opportunity, the Academy is non-sectarian and employs no admissions exams or special admissions requirements. Admission to the Charter Academy is open to all students on a non-discriminatory basis without regard to race, color, national origin, creed, sex, ethnicity, behavior, age, ancestry, proficiency in English language, or academic achievement.

X. Fiscal Issues and Annual Audit

Fiscal Issues:

The Charter Academy implements sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

Annual Audit

The Charter Academy conducts annual financial audits in compliance with applicable state and federal regulations, showing all revenues received, from whatever source for the Charter Academy, and all direct expenditures for services rendered to or on behalf of such school. The audit will employ generally accepted accounting principles.

The Charter Academy will provide necessary data as (either electronically or in hardcopy format) so that the Charter Academy can be included in all CDE reporting. ESI will also comply with any local, state, or federal accounting and reporting requirements for targeted funds such as Title 1 monies.

XI. Suspension and Expulsion Procedures

The criteria for suspension and expulsion of students at the Charter Academy, including special education students, are consistent with state and federal laws.

The Charter Academy provides students due process hearings in conformity with the requirements of state and federal law regarding special education, confidentiality, and access to records.

The focus of the Charter Academy is on learning. The staff and community are committed to the consistent implementation of consequences for inappropriate behavior. The principal and staff of the Charter School design and implement a comprehensive school-wide learning environment initiative that integrates:

SCHOOL-WIDE STRUCTURES FOR PREVENTION AND INTERVENTION

- A clearly defined code of conduct and accompanying procedures.
- A conflict management/peer mediation strand that offers training and problem-solving strategies for teachers and students.
- A program of consequences for positive behavior (awards, recognition) for model school community citizens.

CURRICULUM COMPONENTS

- A rich and motivating curriculum, effectively implemented.
- A character and ethics program with clear values modeled by all members of the school community.

SCHOOLWIDE TEAMS

- A school-wide climate committee that regularly reviews learning environment management issues, and that makes recommendations to the principal and leadership team.
- A Family and Student Support Team (FASST) that links student, teacher, school, and family in a partnership relationship and draws creatively on community resources to support students' academic and social learning.
- An operational crisis intervention program.

PROGRAM AND PROFESSIONAL DEVELOPMENT

- Training that provides a common focus, and is ongoing—offering a forum for regular discussions of professional issues geared toward problem-solving.
- A commitment to creating and maintaining a positive learning environment that encourages cooperation, fosters creativity, and nurtures students in taking the risks involved in learning will be fostered in each classroom.
- Issues of cultural, ethnic, and instructional diversity are addressed through training and support.

- Instructional techniques that support effective, positive, productive interactions among students and staff are included in professional development.
- Effective communication skills and techniques training are included in professional development for all members of the school community.

SUSPENSION OR EXPULSION CRITERIA

- The academy provides students due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and access to records.
- The principal and his or her designee has the authority to suspend a student as provided for by law, subject to appeal to the Charter Board or its designee, as the Charter Board may designate.
- Only the Charter Board or its designee has the authority to expel a student.

XII. Teacher Retirement Fund Issues

The Charter Academy contributes to the State Teachers Retirement Systems (STRS) or the Public Employees Retirement System (PERS).

XIII. Public School Attendance Alternatives

Parents or guardians shall have the choice to enroll their child in the Charter Academy. Parents or guardians who choose not to have their children attend the Charter Academy shall have the right to enroll their child in any other elementary school. As per state law, no governing board of a school district shall require any pupil enrolled in a school district to attend a charter school.

XIV. Terms of Employment

For the purposes of Section 3540.1 of the Government Code (relating to collective bargaining), the Charter Academy shall be the exclusive employer of all staff at the Charter School.

Salary

Teachers are placed on the ESI salary schedule according to the responsibilities they assume as a developing teacher, senior teacher, or lead teacher. Scheduled salaries include compensation for responsibilities that they assume and the Charter Academy's longer workday. Teachers receive a stipend for all training days that extend beyond their normal ESI contract year. Revenues and expenditures are reviewed annually, and a recommendation is made through the leadership team for the cost of living adjustments and incentive pay to remain competitive. Teachers are not limited by the step salary schedule. Teachers

may move up within each teacher level as well as between teacher levels based on performance.

All staff shall be eligible for school-wide performance bonuses in addition to their regular base pay.

Maximum Class Size limitation

The Charter Academy participates in the state class size reduction program in grade levels for which adequate class size funding is received and where building facilities allow. As part of the ESI program, house teams of teachers are have the flexibility to group and regroup youngsters for specific instruction for portions of the class so that class sizes may vary as determined by the day to day program needs of the Charter Academy.

Work year/day

The work year for teachers will include up to 185 work days and the work days will be 8 hours including approximately 90 minutes per day for teacher planning and professional development. During each year of the school year new teachers receive an additional week of professional development training.

Evaluation Procedure

The Principal has the right to observe and evaluate staff using ESI's performance appraisal framework and system. The assessment includes, but need not be limited to:

- An analysis of student achievement based on student performance on standardized and Edison specific assessments.
- Observations by the Principal in professional settings.
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in the Professional Portfolio.
- A self-assessment.

The performance appraisal system for teaching professionals reflects ESI's commitment to establishing a professional environment with a core value of continuous learning in all ESI schools. The performance appraisal system is intended to yield information that leads to individual improvement and professional development.

Professional expectations for the performance of ESI teachers grow directly out of the ESI school design and education program. They are derived from the ten fundamental principles underlying the school design, as articulated in the volume

entitled Partnership School Design. These expectations, along with accompanying standards, form the backdrop for all evaluation.

XV. Dispute Resolution Procedure

The following procedure shall be the sole process for resolution of disputes arising out of the Edison Charter Academy.

Stage I. The Principal-Immediate Supervisor

Any teacher having a grievance shall present the grievance in writing to his or her Principal so as to be received by the Principal within twenty-one days of the event or condition giving rise to the grievance. The Principal shall meet with the teacher and other persons as determined by the Principal. If the grievance is not resolved within fourteen (14) days of receipt by the Principal, the grievance shall be deemed denied, and the teacher may submit the grievance in writing to the Director of Schools at the Edison Schools, Inc. in New York so as to be received by the Director of Schools within twenty eight days (28) of original receipt of the grievance by the Principal.

Stage II. Edison's Director of Schools, or Designee

Within fourteen (14) days of receipt of the written grievance, the Director of Schools or his or her designee will speak with the teacher and other persons as determined by the Director of Schools or his or her designee. The Director of Schools or his or her designee shall render a decision in writing within seven (7) days of the meeting.

Stage III. Mediation

At the request of either party, the Charter Academy will request the services of a mediation center to resolve any disputes before moving to Stage IV.

Stage IV. Committee consisting of the Charter Board and Edison Schools Inc.

Within fourteen (14) days of the decision by the Director of Schools, a written appeal may be submitted to the Grievance Committee consisting of three Charter Board members and three Edison Schools Inc. representatives. A copy will also be sent to the Director of the Schools.

The Director of the Schools will respond to the appeal within 7 days. The Grievance Committee will speak with the teacher and all interested parties writing 7 days of receiving the response from the Director of Schools. The full

committee shall constitute a quorum. Decisions shall be based on the majority vote of all voting. In the event of a tie vote, the decision of the director of Schools shall be deemed to be upheld. The Committee will render a decision within 7 days of the meeting, or of receiving a response from the Director of Schools, whichever is later. The decision will be binding.

XVI. A School-wide Dispute Resolution Process

In addition to the provisions of the management agreement:

A. The Community Council and Edison agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.
B. Either party shall notify the other party that a dispute exists between them, prior to giving any notice of termination or evocation proceedings pursuant to Article XV, and shall first attempt, in good faith, to resolve the dispute in accordance with this Article. Such notification shall be in writing and shall identify the particle and section of the Agreement that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the President of the Charter Board and Edison's Chief Executive Officer or their respective designees, for further consideration and discussions to attempt to resolve the dispute. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure within 30 days after the date of notification by one to
C. The other of the existence of such dispute, then either party may elect to submit the matter to the Charter Board for its consideration. The submission to the Charter Board shall be made in writing to the other party and to the Principal for delivery to the Charter Board, no later than 40 days after the initial date of notification by one party to the other of the existence of the dispute.
D. In the event that the matter is not submitted to the Charter Board, or if the matter has been submitted to the Charter Board and it has not been able to resolve the matter within 30 days following submission of the dispute, then the matter shall be submitted to final and binding arbitration, as provided below.
E. The matter shall be submitted to arbitration by notice in writing to the other party. Such notice shall be submitted no later than 40 days after the initial date of the notification of the existence of the dispute, if the matter has not been submitted to the Charter Board under paragraph "C", and no later than 80 days after the initial date of notification of the existence of the dispute if the matter has been submitted to the Charter Board under paragraph "C".

F. Any and all disputes which can not be resolved informally shall be settled by final and binding arbitration in accordance with the Commercial Arbitration Rules for the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extend inconsistent with the requirements of state law. The parties expressly agree that the arbitrator(s) shall be required to render a written opinion concerning the matters in controversy, together with their award. The arbitration shall take place San Francisco and that judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof, in accordance with the laws of the state of California.
G. Each party shall pay one-half of the reasonable fees and expenses of the neutral arbitrator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the party incurring such costs.
H. The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or the Edison School Design or to issue an award having such effect.

XVII. Term

This charter shall be effective for a five-year term commencing July 1, 2006 and continuing through June 30, 2011.

APPENDICES

Appendix A	School Design Highlights The Academic Program K-8
Appendix B	Edison Charter Academy's Model For English Language Learners
Appendix C	Sample of Student Learning Contract
Appendix D	Sample Job Descriptions
Appendix E	Academic Results: 2001-2005
Appendix F	Customer Satisfaction Results 2004-05

ITEM # 14

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
High Tech High Bayshore: Approve the Appeal of San Mateo County Board of Education's Decision to Deny Renewal of the Charter and, thus, Renew the Charter for a Five-Year Period	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the renewal of the charter of High Tech High (HTH) Bayshore and, thus, renew the charter which would then continue to operate under the SBE's authorization for a five-year period, commencing July 1, 2006, and ending June 30, 2011, subject to the conditions for continued operation as recommended by CDE staff and the Advisory Commission on Charter Schools (ACCS) reflected in Attachment 4.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to *Education Code* (*EC*) Section 47607.5, if a charter is denied renewal by a county board of education, the charter school may submit its renewal request to the SBE. HTH Bayshore presents an unusual case in that it is a countywide benefit charter approved by the San Mateo County Board of Education under *EC* Section 47605.6. Accordingly, if renewed by the SBE, it would continue to operate under the provisions of the countywide benefit statute.

HTH Bayshore is charter number 749. If the SBE renews the HTH Bayshore charter, the school's charter number would not change. However, the school would receive a new County District School (CDS) code, as it would no longer be operating under the auspices of the San Mateo County Office of Education.

SUMMARY OF KEY ISSUES

HTH Bayshore began operations in 2005-06 based on a one-year countywide benefit charter granted by the San Mateo County Board of Education. The County Board denied the school's request for renewal, thus enabling the school to file an appeal with the SBE. There is no evidence that the County Board objects to the SBE approving the appeal and becoming the school's charter authorizer at renewal.

SUMMARY OF KEY ISSUES (cont)

The ACCS reviewed HTH Bayshore's request for renewal at its meeting on January 18, 2006, and unanimously recommended that the SBE approve the request and become the school's charter authorizer, subject to standard conditions on the school's continued operation (as indicated in Attachment 4). These conditions are to be included in a memorandum of understanding (MOU) between HTH Bayshore and the CDE that covers elements essential to effective state oversight of the school that are not incorporated in the charter itself.

The ACCS also recommended that the charter be modified in keeping with the recommendations of CDE staff as illuminated by the discussion at the ACCS meeting. CDE staff and representatives of HTH Bayshore will have collaborated on these modifications during the month of February and consensus is anticipated. The CDE staff analysis is included as Attachment 1. The HTH Baysore petition as presented to the ACCS is included as Attachment 2.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the renewal of the HTH Bayshore charter per se would have little (if any) effect on the total amount of state local assistance funding to public schools. To the extent students attend HTH Bayshore, the funding to support them is merely redirected from other public schools. State costs overall are essentially the same.

There are currently two CDE staff positions assigned to oversee the SBE-approved charter schools, including the one statewide benefit charter school (approved by the SBE in January 2006), and the eight all-charter districts (which are jointly approved by the SBE and the State Superintendent of Public Instruction), as well as to provide some essential business functions that support these schools and districts. The Charter Schools Division (CSD) has recently converted one of its Education Programs Consultant positions to an Education Fiscal Services Assistant position. One of the areas of responsibility of this new position will be to review and advise the CSD Director on issues relevant to fiscal solvency of SBE approved charter schools.

ATTACHMENT(S)

Attachment 1: CDE Staff Analysis of High Tech High Bayshore Charter (24 pages)

Attachment 2: High Tech High Bayshore Charter Petition (32 pages)

Attachment 3: HTH Bayshore – Three-Year Budget Projection (2 Pages)

Attachment 4: Recommended Conditions for Continued Operation of High Tech High Bayshore to be Incorporated in a Memorandum of Understanding (3 pages)

CDE Staff Analysis of High Tech High Bayshore Charter
Appeal of the Denial of the Renewal of a Countywide Charter School

Name of Charter School
High Tech High (HTH) Bayshore Charter School

Under *Education Code* (*EC*) Section 47605.6, a county board of education may authorize a countywide charter school that operates at one or more sites within the county and that provides instructional services not generally provided by a county office of education. Under *EC* Section 47605.6(k), denial of an original petition for establishment of a countywide charter school may not be appealed to the State Board of Education (SBE). However, in the case of the denial of the renewal of a countywide charter school, the California Department of Education (CDE) Legal Division has concluded that *EC* Section 47607.5 allows such a denial to be appealed to the SBE. The countywide charter, if renewed by the SBE, continues to be subject to the provisions of *EC* Section 47605.6 as those provisions pertain to the school's operation.

***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(a)(1) – Location and Services …[A] county board of education may…approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education.	No concerns.	The San Mateo County Board of Education approved HTH Bayshore for a single year's operation (2005-06). County Superintendent John Mehl indicated that denial of HTH's request for renewal was incorporated in the County Board's action. There is no indication in the public record that denial of the renewal was connected in any way with the school's location or with the instructional services the school provides.
§47605.6(a)(1) – Countywide Benefit …A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.	No concerns.	There is no indication in the public record that denial of the renewal was connected in any way with a change in view regarding the pupil benefit of the educational services the school provides.

CDE Staff Analysis of High Tech High Bayshore Charter
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High Tech High (HTH) Bayshore Charter School

***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(a)(1) –Circulation within County …A petition for the establishment of a countywide charter school pursuant to this subdivision may be circulated throughout the county by any one or more persons seeking to establish the charter school.	N/A.	The County Board raised no concerns regarding petition circulation at the time the petition was originally approved.
§47605.6(a)(1) – Signature Requirement …The petition may be submitted to the county board of education for review after either of the following conditions are met: (A) The petition has been signed by a number of parents or guardians of pupils residing within the county that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days notice of the petitioner's intent to operate a school pursuant to this section. (B) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days notice of the petitioner's intent to operate a school pursuant to this section.	N/A.	The County Board raised no concerns regarding the signature requirement at the time the petition was originally approved.

CDE Staff Analysis of High Tech High Bayshore Charter
Appeal of the Denial of the Renewal of a Countywide Charter School

Name of Charter School
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***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(a)(2) – Conversion Prohibition An existing public school may not be converted to a charter school in accordance with this section.	No concerns.	The petition indicates that HTH Bayshore "owes its origins" to the former San Carlos High School, which was chartered by the San Carlos Elementary School District and operated in 2003-04 and 2004-05. However, the countywide charter was "a new charter petition," not a conversion.
§47605.6(a)(3) – Additional Sites After receiving approval of its petition, a charter school that proposes to establish operations at additional sites within the geographic boundaries of the county board of education shall notify the school districts where those sites will be located. The charter school shall also request a material revision of its charter by the county board of education that approved its charter and the county board shall consider whether to approve those additional locations at an open, public meeting, held no sooner than 30 days following notification of the school districts where the sites will be located. If approved, the location of the approved sites shall be a material revision of the school's approved charter.	Condition suggested.	HTH Bayshore has no current plan to establish operations at additional sites in San Mateo County. However, to ensure that this provision of statute is respected, we recommend that a specific condition be placed on renewal of the charter to the effect that any expansion of the school beyond its existing site will be considered a material revision to the charter that is subject to separate approval by the SBE.
§47605.6(a)(4) – Meaningful Interest Statement A petition shall include a prominent statement indicating that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.	N/A.	The County Board raised no concerns regarding the meaningful interest statement at the time the petition was originally approved.

CDE Staff Analysis of High Tech High Bayshore Charter
Appeal of the Denial of the Renewal of a Countywide Charter School

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***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(b) – Processing Time Line No later than 60 days after receiving a petition, in accordance with subdivision (a), the county board of education shall hold a public hearing on the provisions of the charter, at which time the county board of education shall consider the level of support for the petition by teachers, parents or guardians, and the school districts where the charter school petitioner proposes to place school facilities. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition. However, this date may be extended by an additional 30 days if both parties agree to the extension…	N/A.	The County Board acted upon the original petition within the prescribed time line.
§47605.6(b) – Additional County Requirements …A county board of education may impose any additional requirements beyond those required by this section that it considers necessary for the sound operation of a countywide charter school…	N/A.	The County Board apparently imposed no additional requirements on HTH Bayshore that it considered necessary for the school's sound operation as a countywide charter school.
§47605.6(b) – Approval Prerequisites …A county board of education may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605…	No concerns.	There is no indication in the public record that denial of the renewal was connected in any way with a change in view regarding the soundness of educational practice or the justification for countywide charter status.
§47605.6(b)(1) – Unsound Educational Program …The county board of education shall deny a petition for the establishment of a charter school if the board finds, one or more of the following: (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.	Potential concerns.	Some potential concerns regarding the educational program are outlined in Addendum 1.

CDE Staff Analysis of High Tech High Bayshore Charter
Appeal of the Denial of the Renewal of a Countywide Charter School

Name of Charter School
High Tech High (HTH) Bayshore Charter School

***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(b)(2) – Unlikely to be Successful (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.	No concerns.	The HTH organization has a solid record of success in the operation of charter high schools (and one middle school). There is no reason to believe the organization could not be equally successful in the continued operation of this school. HTH Bayshore is in its first year of operation, thus there will be no STAR results reported for the school until August 2006.
§47605.6(b)(3) – Lack of Signatures (3) The petition does not contain the number of signatures required by subdivision (a).	N/A.	As noted above, the County Board raised no concerns regarding the signature requirement at the time the petition was originally approved.
§47605.6(b)(4) – Lack of Affirmations (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).	Revision suggested.	The statement of assurances does not include a specific commitment to consultation on a regular basis with parents and teachers as required by *EC* Section 47605.6(d)(2). Such an assurance needs to be included.
§47605.6(b)(5)(A) – Educational Program (5) The petition does not contain reasonably comprehensive descriptions of all of the following: (A) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.	Potential concerns.	Some potential concerns about the educational program are outlined in Addendum 1.

CDE Staff Analysis of High Tech High Bayshore Charter
Appeal of the Denial of the Renewal of a Countywide Charter School

Name of Charter School
High Tech High (HTH) Bayshore Charter School

***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(b)(5)(B) – Measurable Pupil Outcomes (B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.	Potential concerns.	Some potential concerns about measurable pupil outcomes are outlined in Addendum 2.
§47605.6(b)(5)(C) – Measurement Methods (C) The method by which pupil progress in meeting those pupil outcomes is to be measured.	Potential concerns.	Some potential concerns about measurement methods are outlined in Addendum 3.
§47605.6(b)(5)(D) – Facility Location (D) The location of each charter school facility that the petitioner proposes to operate.	Condition suggested.	HTH Bayshore is located at 890 Broadway Street in Redwood City. Any change of location or expansion to an additional site should be treated as a material change to the charter and subject to separate approval by the SBE.
§47605.6(b)(5)(E) – Governance Structure (E) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.	Potential concerns.	Some potential concerns about the governance structure are outlined in Addendum 4.
§47605.6(b)(5)(F) – Employee Qualifications (F) The qualifications to be met by individuals to be employed by the school.	Potential concerns.	Some potential concerns about employee qualifications are outlined in Addendum 5.

CDE Staff Analysis of High Tech High Bayshore Charter
Appeal of the Denial of the Renewal of a Countywide Charter School

Name of Charter School
High Tech High (HTH) Bayshore Charter School

***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(b)(5)(G) – Health and Safety (G) The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in [*EC*] Section 44237.	Revision suggested.	The required reference to the criminal record summary is included. However, the petition also references assessment of the facilities using "state, county and city standards." State law has been modified to specify that charter school buildings must meet the California Building Code as locally enforced (SB 1054, Chapter 87, Statutes of 2005). The general language in the petition should be modified accordingly. The petition promises "further health, safety, and risk management policies" will be developed. We recommend more detail. However, this matter could be addressed in an MOU, separate from the charter, to allow more flexibility for change as the need arises. The school did provide a copy of its 2005-06 School Safety Plan, which appears reasonably comprehensive.

CDE Staff Analysis of High Tech High Bayshore Charter
Appeal of the Denial of the Renewal of a Countywide Charter School

Name of Charter School
High Tech High (HTH) Bayshore Charter School

***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(b)(5)(H) – Diversity of Pupils (H) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.	Appears generally adequate. Minor change suggested.	The petition outlines direct mailing, visits to other schools, public information meetings at HTH Bayshore, and Web posting as means of recruiting students. A commitment is included to providing program information in languages other than English. "Special emphasis" in recruitment is promised "to achieve socio-economic and cultural diversity." Admission prerequisites include attendance of parent and student at an orientation session at the school, completion of an application form, agreement (in writing) to abide by the school's policies, and (for the student) successful promotion from the prior grade. The petition indicates that HTH Bayshore "works cooperatively with…the SBE to program information and applications to all area 8th grade students via direct mail." The SBE does not have capacity to work with the school in this regard. The reference should be eliminated.
§47605.6(b)(5)(I) – Conduct of Audit (I) The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved.	No concerns.	The petition includes a statement regarding conduct of the audit process and resolution of any audit exceptions.

CDE Staff Analysis of High Tech High Bayshore Charter
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***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(b)(5)(J) – Suspension/Expulsion (J) The procedures by which pupils can be suspended or expelled.	Potential concerns.	The petition outlines provisions related to suspension and expulsion that are generally comparable to those set forth in statute for noncharter students. The due process provisions allude to a "subcommittee authorized by the school's local board" as the appellate body. However, the petition does not indicate who would serve on such a subcommittee. Since the subcommittee's decision is final, we recommend inclusion of some minimum qualifications for subcommittee members that help ensure the subcommittee is knowledgeable (as to school policy, the basis for suspension and expulsion, and the procedures for suspension and expulsion), yet impartial (e.g., no relatives, friends, or colleagues of any party involved).
§47605.6(b)(5)(K) – Retirement/Social Security (K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.	Technical change suggested.	Within the "Compensation and Benefits" sub-section, the petition states that the school "will cooperate with the SBE" to make STRS and other retirement plans available to teachers. The SBE is unable to assist HTH Bayshore toward this end. The petition should be modified accordingly.

CDE Staff Analysis of High Tech High Bayshore Charter
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***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(b)(5)(L) – Dispute Resolution (L) The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.	Changes suggested.	The reference to "chairperson" of the SBE should be changed to "President." The "Director of the CDE's Charter Schools Division or a designee" needs to be listed as a specific alternate for the SBE President, because it may be impractical for the SBE President to personally receive notices and/or participate in dispute resolution. This section needs to have a statement specifically acknowledging the SBE's prerogative <u>in all cases</u> to independently settle the dispute in lieu of engaging in a dispute resolution process. We recommend language along the following lines: "Because the SBE is not a local educational agency, it may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter. "If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with EC Section 47607, the matter will be addressed accordingly by the SBE." At HTH Bayshore's option, the dispute resolution process included in the document may be retained, provided the language is clear that the process is "suggested" and that the SBE's participation in the process is entirely discretionary on a case-by-case basis. Revised: 1/23/2012 1:22 PM

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***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(b)(5)(M) – Employee Representation (M) A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).	No concerns.	The petition includes a provision declaring that HTH Bayshore is the exclusive public school employer of the school's employees.
§47605.6(b)(6) – Other Bases for Denial (6) Any other basis that the board finds justifies the denial of the petition.	N/A.	The County Board did not deny the original petition.
§47605.6(c) – Other Bases for Denial (c) A county board of education that approves a petition for the operation of a countywide charter may, as a condition of charter approval, enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report to the county board of education on the operations of the charter school. The county board of education may prescribe the aspects of the charter school's operations to be monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the charter school to the county board of education.	N/A.	There is no evidence that the San Mateo County Office of Education had a third-party oversight agreement.
§47605.6(d)(1) – State Assessments (d)(1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to [*EC*] Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.	No concerns.	The petition includes a commitment to meet statewide standards and conduct pupil assessment applicable to pupils in noncharter public schools.

CDE Staff Analysis of High Tech High Bayshore Charter
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***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(d)(2) – Regular Consultation (2) Charter schools shall on a regular basis consult with their parents and teachers regarding the school's educational programs.	Addition needed on assurances page.	The petition provides for advisory input from parents and for regular communication between parents and school staff. A commitment to regular parent consultation is needed in the petition's assurances page.
§47605.6(e)(1) – Equity (e)(1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state.	Potential concerns.	The petition includes a standard statement to the effect that its programs are nonsectarian, it does not charge tuition, and it does not discriminate based on ethnicity, national origin, gender, or disability. Several policy questions pertinent to the public random drawing may have implications for this part of the charter petition. See Addendum 6.
§47605.6(e)(2)(A) – Admission of All Pupils (2)(A) A charter school shall admit all pupils who wish to attend the school.	No concerns.	The petition is clear that HTH Bayshore intends to enroll all applicants. Some policy questions are set forth in regard to the public random drawing provisions. See Addendum 6.

CDE Staff Analysis of High Tech High Bayshore Charter
Appeal of the Denial of the Renewal of a Countywide Charter School

Name of Charter School
High Tech High (HTH) Bayshore Charter School

***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(e)(2)(B) – Public Random Drawing (B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in [*EC*] Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.	Policy questions presented for consideration.	Some policy questions about the petition's public random drawing process are outlined for consideration in Addendum 6.
§47605.6(e)(2)(C) – Expansion of Capacity (C) In the event of a drawing, the county board of education shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.	N/A.	This provision is not applicable in this renewal consideration. It may be applicable if HTH Bayshore were (at some future time) to propose a material revision to the charter in order to expand capacity or to open another site within the county.
§47605.6(f) – Voluntary Employment (f) No county board of education shall require any employee of the county or a school district to be employed in a charter school.	N/A.	Since the SBE would become the charter authorizer upon renewal, this provision would clearly not be applicable.
§47605.6(g) – Voluntary Enrollment (g) No county board of education shall require any pupil enrolled in a county program to attend a charter school.	No concerns.	The petition is clear that all admissions are based upon voluntarily submitted applications.

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***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(h) – Potential Effects (h) The county board of education shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.	Potential concerns.	Some potential concerns regarding the impact on the charter authorizer are outlined in Addendum 7.
§47605.6(i) – Chartering Preference (i) In reviewing petitions for the establishment of charter schools within the county, the county board of education shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low-achieving pursuant to the standards established by the State Department of Education under [*EC*] Section 54032.	N/A.	This provision is not applicable in this renewal consideration. The “preference” expressed in this provision might be a factor to be considered if HTH Bayshore were (at some future time) to propose a material revision to the charter in order to expand to another site within the county.
§47605.6(j) – Notice of Charter Approval (j) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the school districts within the county, the Superintendent of Public Instruction and to the State Board of Education.	N/A.	This provision is not applicable to this renewal consideration. If the school’s charter is renewed, appropriate notifications will be provided to the San Mateo County Office of Education and to the CDE.

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***Education Code* Provision**	**Finding**	**Comments and Recommendations**
§47605.6(k) – Appeal to State Board (k) If a county board of education denies a petition, the petitioner may not elect to submit the petition for the establishment of the charter school to the State Board of Education.	N/A.	This provision is not applicable because this is a renewal consideration, not a request for original approval of the charter (as explained above).
§47605.6(l) – Teacher Credential Requirement ..(l) Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority.	Potential concerns.	Some potential concerns regarding teacher credentialing are outlined in Addendum 5.
§47605.6(m) – Transmittal of Audit (m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to the County Office of Education, State Controller and the State Department of Education by December 15 of each year. This subdivision shall not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to [*EC*] Section 41020.	No concerns.	The petition includes a commitment to financial reporting under *EC* sections 42100 and 47604.33.

Addendum 1 – Educational Program
The petition states that HTH Bayshore uses a guiding pedagogy of “project-based learning,” in which significant groupings of content standards are bundled together in individual projects. Students who enter upon a project with academic deficits (e.g., substantially below grade level in reading or mathematics) may thus be at increased risk of failing to master the standards that are incorporated within that project. The petition describes basically two general strategies to assist students with academic deficits (low-achieving students): tutoring (more instructional time) and additional teacher-pupil

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Addendum 1 – Educational Program

contact time during the instructional day. By contrast, the petition includes a very detailed description of instructional activities and supports for English learners. Similar detail may be desirable in the school's "Plan for Students Who Are Low Achieving."

In its analysis of the petition's "Plan for English Learners," the CDE's Curriculum Leadership Office reported that some 40 percent of HTH Bayshore's students are ELs and that "rather then providing each EL with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum, the school simply provides ELs with additional English-language study time. There is no indication that teachers assigned to provide ELD and/or access to core curriculum instruction for ELs are appropriately authorized or actively in training for an EL authorization." We recommend that the petition be modified to address these shortcomings.

The petition defines project-based learning, in part, to mean "[l]earning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable." Presumably this is intended to say that, in pursuing particular curricular objectives, individual students may often exceed the minimum objectives. However, as written, the statement could imply that some students may actually miss the intended curricular objectives altogether. We would recommend a restatement, possibly along the lines of "[l]earning in which curricular objectives are always clear, and in which students often exceed the objectives and develop deeper understanding."

Within the "Curriculum and Instructional Design" statement, the petition states that presentations and portfolios form "an element of accountability more motivating than any multiple-choice test." This is an editorial comment that appears more suited to a discussion of educational philosophy. The reference could be dropped, or it could be modified to be more of a simple factual statement, e.g., that presentations and portfolios "augment" other kinds of accountability used at the school, including multiple-choice testing.

In the "Coursework at HTHB" and "Graduation Requirements" sections, the petition does not include several specific courses that California high schools typically provide (during grades nine through twelve) for a high school diploma. The missing courses are: at least two courses in physical education (with certain exceptions), Algebra I (or its equivalent within an integrated mathematics program) as part of the mathematics requirement, United States history, at least one semester

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Addendum 1 – Educational Program

in American government and civics, and at least one semester in economics. Although world history is specifically referenced in the petition, United States history does not appear to be referenced in the petition. We would recommend that these courses be included.

The table of "Examples of Projects Mapped to Standards" lists vast numbers of "standards addressed" in each project. What is not stated is the depth in which the listed standards are addressed. For example, many of the listed standards may be addressed only in part, or may be addressed only in an introductory or developmental manner, not actually taught to the point of mastery. Further explanation of the depth of standards coverage may be desirable, along with how the curriculum will circle back to complete coverage of standards that are addressed in projects only in part.

Within the bullet points related to "accountability mechanisms," reference is made to posting syllabi and sample projects. However, no reference is included to posting the rubrics by which presentations and exhibitions will be evaluated. Posting the rubrics may be a valuable addition to the transparency of the school's accountability mechanisms.

The petition's "Plan for Students Who Are High Achieving" is ambivalent on the issue of "honors" credit. It says in effect that there are better ways to challenge students, but that the school provides "honors" credit anyway. This could be recast to say in effect that the school responds to the needs of advanced learners in several ways (including "honors" credit), and follow that statement with a list of the ways advanced learners are supported.

The petition's "Plan for Special Education" is relatively minimal. One sentence could actually be read as limiting IEP teams to choosing among particular types of "enhancement services." However, IEP teams are to consider the full array of programs and services potentially available to address the needs of disabled students. That needs to be clear. In addition, the petition should be modified to make a specific commitment to participation in a SELPA that has an approved SELPA plan. It would also be helpful to have an explanation of what special education programs and services the school provides through its own staff, through contract staff, and by agreement with another public agency or a non-public school or agency.

In the "Transferability of Credits" section, the petition indicates that information concerning transferability will be supplied to parents <u>by request</u>. Responding to requests is certainly fine. However, we recommend that the charter include a

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Addendum 1 – Educational Program
commitment to providing the information annually to all parents. For high school students, transferability of credits is essential information, and notification to parents is generally recognized as a legal obligation.

Addendum 2 – Measurable Student Outcomes
Of the three bullet points pertaining to HTH Bayshore's intent for its graduates, the first two are truisms that serve no purpose, i.e., passing CAHSEE and earning a diploma are part-and-parcel with high school graduation. Moreover, the reference to "SAT" could be expanded to be more inclusive, e.g., ACT, AP exams, etc. This paragraph needs reworking. The reference to 100 percent of "graduates" completing an academic internship appears also to be axiomatic, since the academic internship is a graduation requirement. One cannot become a graduate without having first completed the internship. Therefore, including this as a 100 percent level outcome does not appear to serve any purpose. Achieving the goal of having 100 percent of "graduates" complete a four-year advisory program means in effect that no student could initially enter the school as a sophomore, junior, or senior (as such a student could not complete a four-year program). Also, it's uncertain what completion constitutes in this context. Is it possible for a student to graduate yet not "complete" the advisory program? Is it possible for a student to "fail" the advisory program? The reference to a "course of study" meeting UC entrance requirements is ambiguous. Does this mean just "attempting" the UC "a-g" course pattern, or does it mean actually "completing" the full "a-g" course pattern? What percentage of students is the goal here (presumably it's 100 percent, but that is not stated)? The goal of 60 percent obtaining at least a four-year college degree within six years of high school graduation is lofty, but accountability is far in the future and dependent upon students voluntarily submitting information about themselves at regular intervals over a long period. It also implies a long-term commitment on the school's part to track its graduates. Is that realistic? An alternative for consideration might be something like completion of a minimum number of collegiate units by a given percentage of students within two years of graduation. That might be a more realistic objective. The petition does not establish measurable outcomes related to STAR, CELDT, CAHSEE, or the Physical Fitness Test

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Addendum 2 – Measurable Student Outcomes
(PFT). We recommend that such outcomes be established, e.g., percentages scoring proficient or advanced on the CSTs, proportion of ELs advancing at least one level on CELDT from one year to the next, proportion passing CAHSEE on initial administration, proportion achieving 6/6 on the PFT. The outcome established for the API (rank of 7 or higher by the fifth year) is far in the future. We recommend interim goals that are specific to meeting minimum growth targets and achieving certain statewide and similar schools ranks. The petition makes no reference to AYP. We recommend inclusion of objectives related to AYP. Under “Methods of Assessment,” the petition outlines methods for which there are no corresponding measurable outcomes established, e.g., Presentations of Learning, Digital Portfolios, and Senior Projects. We recommend that measurable outcomes be set for these other methods of assessment.

Addendum 3 – Measurement Methods
The petition says almost nothing about development of rubrics for the Presentations of Learning, Digital Portfolios, and Senior Projects. Rubrics that describe levels of achievement (and ideally examples of the various levels) are essential to valid and reliable assessment using these methods, particularly since the evaluation panels may include individuals with limited background and training. We recommend incorporation of a description of how rubrics and examples will be developed or obtained, as well as some samples (as appendices). The petition indicates that students are given two opportunities to “pass” their transitional presentation of learning. The consequence of failure is not clearly specified. Does failure in the presentation mean that the student fails the course as a whole (or does not advance to the next grade), regardless of the student’s success in other work? This should be clarified. The petition indicates that transitional presentations of learning are 15-25 minutes in length and are to “demonstrate [students’] mastery of grade level standards.” It would be difficult to cover more than a few standards in any depth in such a relatively short period of time. Clearly the presentations focus on selected standards, and the text should reflect that reality.

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Addendum 3 – Measurement Methods
The table of "assessments Administered at HTHB" needs to be amended to include Aprenda 3 (as applicable), which is part of the STAR program. Aprenda 3 is the replacement for SABE/2. It is required to be administered to all Spanish-speaking ELs (grades 2-11) who receive instruction in Spanish <u>or</u> who have been in school in the US for less than 12 months. It is optional for Spanish-speaking ELs who receive instruction in English <u>and</u> who have been in school in the US for more than 12 months.

Addendum 4 – Governance Structure
The school's governing board does not specifically include a parent member or, at the SBE's option, an SBE representative. We recommend both. The process for governing board member recruitment, selection, and appointment is not specified. We recommend that more detail be included. The process for recruitment, selection, and appointment of advisory board members is similarly unspecified. We recommend that more detail be included. The petition states that HTH Bayshore must purchase "administrative services" from High Tech High Learning (HTHL). While it's understandable that HTHL would be entitled to some compensation for programmatic oversight and technical assistance, should HTH Bayshore be committed by charter to purchase administrative (back office) services from that entity? Should HTH Bayshore have the flexibility to at least explore whether it can obtain administrative services less expensively?

Addendum 5 – Employee Qualifications
Unlike other charters, countywide charter schools are not extended the flexibility to employ non-credentialed teachers for non-core, non-college preparatory courses. We recommend that the petition be modified to state clearly a commitment that credentialed teachers will be employed by HTH Bayshore. The petition's assurances page needs to be

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Addendum 5 – Employee Qualifications

correspondingly modified.

The petition cites a passage in the CDE's *NCLB Teacher Requirements Resource Guide* as allowing individuals who are not "Highly Qualified Teachers" (within the meaning of NCLB) to be nonetheless regularly assigned to teach. This is a misinterpretation of the passage. It is actually a recognition of the fact that HQTs will not be available as a practical matter in all situations, particularly in small, rural schools. However, it does not relieve any school of the obligation to provide its students with HQTs. We recommend that the petition be modified to include a commitment that only HQTs will be employed by HTH Bayshore. If in temporary, transitional circumstances a non-HQT must be employed, NCLB provides for written notice to be given to parents. As a condition of approval of the charter, we recommend that if a non-HQT must be hired temporarily by HTH Bayshore, the school be required to immediately inform the CDE and, as quickly as possible thereafter, present a plan to the CDE for remedying the situation (i.e., replacing the non-HQT with an HQT).

We recommend that the petition be modified to specify that any paraprofessional educators that may be employed by HTH Bayshore will meet at least the minimum qualifications established by NCLB.

Addendum 6 – Public Random Drawing

HTH Bayshore has a multifaceted random drawing process. Available openings are apportioned equally between male and female applicants. Openings are also apportioned by zip code within San Mateo County. The initial random drawing is zip code-specific. If all openings are not filled, remaining applicants form a combined pool from which they are drawn at random. Non-selected applicants form a pool from which they are drawn at random to fill any openings that may occur during the school year. Preferences are established for continuing students, children of HTH Bayshore employees and advisory board members (as well as children of other HTH employees and advisory board members), and students transferring from other HTH schools. Several important policy questions emerge from this process:

- In the division of openings between male and female applicants, the petition does not appear to address students who decline to state a gender of male or female. What happens to those students? Are they excluded from admission? Are they considered under both the male and female allocations? If this provision is to remain, should

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Addendum 6 – Public Random Drawing

the potential of students declining to state a gender of male or female be addressed?

- By apportioning available openings among zip codes in San Mateo County, the petition automatically results in students residing outside San Mateo County receiving second-tier consideration. Is this part of the process consistent with *EC* Section 47605.6(e)(1), which states that "admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state"? If this part of the process is maintained, and given that the renewal is being considered by the SBE, should some portion of the initial allocation of openings be set aside for out-of-county students?
- Should there be a preference established for siblings of continuing students?
- If there is a preference for children of HTH Bayshore employees and advisory board members, we recommend that it be limited to a maximum percentage of available openings. Should the percentage limitation be gender-specific (if gender-specific allocations are maintained)?
- Should the preference for children of other HTH employees and advisory board members be eliminated?
- Should the preference for children transferring from other HTH schools (which are chartered by LEAs) be eliminated?

Addendum 7 – Potential Effects (Impact on Charter Authorizer)

Within the sub-section on "Charter Term," the petition states that the SBE "shall not allow the charter to expire, without renewal, through lack of timely consideration by the SBE if the School submits the charter for renewal at least nine months prior to expiration." Generally, the SBE does not agree to provisions that create binding obligations for action beyond those required by statute. The provision could be modified along the following lines: "The school shall submit any renewal request at least nine months prior to the charter's expiration in order to facilitate timely consideration of another renewal."

The provision concerning the seeking of advice on whether proposed charter revisions are "material revisions" that require

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Addendum 7 – Potential Effects (Impact on Charter Authorizer)
SBE approval is not really necessary. This type of advice can be sought informally by communication between the school and CDE staff. As staff we always endeavor to process material amendments to charters and get them to the SBE as quickly as possible. However, including a 60-day time line for SBE approval of material revisions may not be realistic in all cases. We recommend either modifying the petition to eliminate the specific time line and, instead, say "as quickly as possible." This section does not discuss the impact on the CDE for oversight. Some discussion of that topic may be in order.

Addendum 8 – Other Areas of Concern
Provision 12 on the assurances page is unclear. To what does "state charter goals" refer? Provision 13 on the assurances page appears unnecessary, as this renewal petition deals with a specific, known school site. The 11th Grade Transitional Presentation of Learning document covers various content requirements, but does not discuss assessment in any depth. It indicates that a rubric will be developed "for each content," and that the rubric will employ HTH Learning Goals. More detail regarding the assessment of the presentations would be helpful. The "Approaches to Reading and Writing at High Tech High Schools" document appears clearly to assume strong foundational skills on the part of HTH students. Interventions for struggling readers and writers are not clear. English learners apparently are read in their native language to develop skills which they then "transfer…into English," and they write in their native languages "as they gain proficiency in English." More explanation of assistance for struggling readers and writers and ELD for English learners would be helpful, including teacher credentialing requirements. Further explanation is suggested with regard to the following matters: • The "Transitional POL Rubric – 10th Grade" employs a four-point metric, but the points are simply described as superior, adequate, poor, and absent. There is no description of how consistency is achieved in the application of the rubric. Also, the minimum passing score can be achieved by accumulating only 63 percent of the maximum

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Addendum 8 – Other Areas of Concern

possible points.

- The "10th Grade Transitional POL Rubric: Demonstrating Growth" employs a six-point metric, but the points are simply described as exemplary, commendable, acceptable, not up to task, unsatisfactory, and not addressed. Here, too, there is no description of how consistency is achieved in the application of the rubric.
- The "POL Scoring Sheet" indicates maximum point values for various elements of the project, and indicates that a minimum score of 43/63 (68 percent) is needed to pass. However, there is no indication of what various point values translate to in descriptive terms, e.g., exemplary, commendable, etc., nor is there a description of how consistency is achieved in the application of the rubric.
- The "Transitional POL Rubric – 9th Grade" employs a four-point metric, but the points are simply described as superior, adequate, poor, and absent. There is no description of how consistency is achieved in the application of the rubric. Maximum possible points are 48, but there is no indication of the passing level.

High Tech High Bayshore
Charter School

A Charter School Petition and Proposal

December 14th, 2005

Presented to
The California State Board of Education

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SUMMARY

The organizers and operators of High Tech High Bayshore are pleased to submit this renewal application for HTH Bayshore to the California State Board of Education. Since its opening in August of 2005, HTH Bayshore has been off to a promising start, providing improved educational services for all of the students it serves. The San Mateo County Office of Education approved a one-year charter in July of 2005, making it necessary for the school to seek a five-year charter renewal upon submission of this application.

BACKGROUND

HTH Bayshore owes its origins to the creation of San Carlos High School, a new charter school that was founded in the fall of 2003 by a group of parents seeking an alternative to the large, impersonal high schools in their area. The school opened with 74 9th graders in a small warehouse in San Carlos, and although the facility and other resources were plainly inadequate, the school's dedicated students, parents and staff worked long hours to create a vibrant young school with a very tight-knit sense of community. However, baseline test results taken in the spring of the first year indicated that significant numbers of students were struggling. The school's board of trustees recognized that the school would need additional support in order to serve all of its students effectively and they therefore petitioned to be included within the Charter Management Organization operated by High Tech High Learning. It was determined that the school could not make such a change without operating under a new charter petition, and therefore a charter demonstrating county-wide benefit was submitted to the San Mateo County Office of Education last winter. Upon the SMCOE's approval of the charter in July of 2005, HTH Bayshore became a completely new charter high school. Concurrent with these changes, HTH Bayshore secured a new facility in Redwood City, providing the school with access to a demographic of students that is entirely consistent with the organizational mission and vision of High Tech High.

High Tech High was originally conceived by an ad hoc group of about 40 civic leaders, high tech industry leaders and educators in San Diego, assembled by the Economic Development Corporation and the Business Roundtable. The founding group was clear about its intent: to create a school where students would be passionate about learning and would acquire the basic skills of work and citizenship. The founding group was led by Larry Rosenstock, a former carpentry teacher, lawyer, and educator who had recently directed the U.S. Department of Education's New Urban High School project. Rosenstock brought to the project a vision and a sense of the design principles by which the proposed mission might be accomplished. The flagship High Tech High in San Diego opened in September of 2000, and the school rapidly demonstrated the success of this educational model for a diverse population of students.
The change in governance at HTH Bayshore has allowed HTH Learning to bring its comprehensive suite of back-office support to HTH Bayshore, which we believe has had a very positive effect on the school's instructional program. HTH Learning, the first K-12

entity to be authorized by the California Commission on Teacher Credentialing to grant single-subject teaching credentials, now extends this program to teachers of HTH Bayshore through a distance-learning program using state of the art video-conferencing technology. Currently, two HTH Bayshore teachers are earning their credentials through this program, and we expect more teachers to enroll in the program next year. Further, as a fully-integrated member of HTH Learning's Charter Management Organization, HTH Bayshore receives a host of other program supports. The Director of Special Education for High Tech High oversees the Special Education program at HTH Bayshore, providing program and instructional support to teachers and administrators. Additionally, in order to best serve its population of English Learner students, HTH Bayshore receives a comprehensive range of support for the development and implementation of its new EL program, including support in the areas of curriculum development and program design.

STUDENT POPULATION

The demographics of the students served at HTH Bayshore not only reflect the demographics of San Mateo County, but are also highly consistent with the organizational mission of High Tech High. Currently in its first year of operation at its new site in Redwood City, the school has drawn students from all over San Mateo County, including the areas of San Carlos, Belmont, and East Palo Alto. Among 9th graders at HTH Bayshore, 44.3% have been identified as Title 1 eligible, 42.6% have been classified as EL students, and 12% have been classified as Special Education students. Further, 58.3% of the total student body is comprised of Latino students, 3.6% of students are African American, 3.5% of students are Asian, and 32.2% of students are White.

DECLARATIONS

HTH Bayshore shall be nonsectarian and nondiscriminatory in its programs, admissions policies, employment practices and all other operations. HTH Bayshore shall not discriminate on the basis of ethnicity, race, creed, color, national origin, age, gender, disability or other basis prohibited by law. HTH Bayshore will not charge tuition.

Admission to HTH Bayshore shall not be determined according to the place of residence of the pupil within California, or of his or her parent or guardian, save for admission preferences stipulated in Element Eight (H) Admission Requirements, below.

Sixteen Required Charter Elements (A-N)

Element One (A) – Educational Program

The mission of HTH Bayshore is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for postsecondary success and productive citizenship. The primary goals of HTH Bayshore are:

- To integrate technical and academic education in schools that prepares students for post-secondary education and for leadership in the high technology industry.
- To increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education and become productive members and leaders in the new economy, particularly in California.
- To provide all HTH Bayshore students with an extraordinary education and to graduate students who will be thoughtful, engaged citizens prepared to take on the difficult leadership challenges of the 21st century.

Design Principles

HTH Bayshore is guided by three design principles:

Personalization: HTH Bayshore personalizes the learning by providing an advisor for each student and encouraging students to pursue personal interests through projects. Each student creates a personal digital portfolio of work samples and reflections on learning.

Adult World Connection: students engage in real world projects that enable them to learn while working on problems of interest and concern to the larger community. All students in 11th grade engage in off-site, semester-long, academic internships. Younger students prepare for this experience through worksite visits and "power lunches" at the school, where adults from the community discuss their work lives and choices.

Common Intellectual Mission: Centered on the five High Tech High *Habits of Mind* (perspective, evidence, relevance, connection, and supposition), our curriculum is engaging and rigorous. HTH Bayshore avoids "tracking" and other forms of ability grouping, and our curriculum ensures that all students who graduate from HTH Bayshore meet the University of California A-G requirements.

All core courses at HTH Bayshore in San Mateo have been approved by the University of California. We anticipate that courses offered at HTH Bayshore will be as transferable as those of a traditional district high school to other schools, and are recognized as such by colleges and universities. The flagship High Tech High recently received six-year accreditation by WASC, and we will support HTH Bayshore to achieve full accreditation as well. Student transcripts will take a standard form for universal acceptance. We will routinely inform prospective parents and students of such matters in public meetings and

school publications, including recruiting materials, parent and student handbooks, website text and occasional newsletters.

Curriculum and Instructional Design
HTH Bayshore teachers work in teams to create curriculum that is integrated across subjects and aligned with California's academic content standards. The guiding pedagogy at HTH Bayshore is project-based learning, an approach which transforms teaching from "teachers telling" to "students doing." More specifically, project-based learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable
- Learning that requires students to draw from many information sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials[1].

At HTH Bayshore, our project-based learning approach is a key ingredient to our success in serving a diverse population of students. Our students become active participants in their learning and are required to publicly demonstrate their learning through presentations and portfolios, introducing an element of accountability more motivating than any multiple-choice test.

Cross-Walking Projects to Standards
As HTH Bayshore teachers develop projects that engage student interests, they are mindful of California State Content Standards for grades 9-12. For example, a HTH Bayshore chemistry teacher may have each student create a documentary about the harmful effects of illicit drugs on the human body. The unit addresses many state standards in chemistry, such as functional groups, bonding, the periodic table, and molecular structures. At the same time, however, such a project integrates well with math and humanities and achieves real-world relevance as students use technology to create educational videos that can be shared with other schools as part of a broader drug and alcohol abuse prevention initiative.

Below are examples of HTH Bayshore interdisciplinary projects mapped to California standards.

[1] Definition from Autodesk Foundation. See http://www.k12reform.org/foundation/pbl/pbl.htm.

Examples of Projects Mapped to Standards
[these are presented for illustrative purposes only]

PROJECT TITLE	SUBJECT/GRADE	STANDARDS ADDRESSED
Mock Trials in the Humanities Classroom	11th grade History and English	CA History Standards 11.1, 11.3, CA E/LA Standards: Reading (1.0, 1.1, 2.0, 2.1, 2.3, 2.4, 2.5), Expository Critique 2.6, Listening and Speaking 1.0, Comprehension 1.1, 1.2, 1.3, Organization and Delivery of Oral Communication (1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10), Analysis and Critique of Oral and Media Communication 1.11, 1.12
UV Radiation Project	10th grade Chemistry	CA Chemistry Standards (4a, 4c, 4e, 4f, 4g, 9b); Investigation and Experimentation Standards (1a, 1b, 1m)
This New House (Environmentally Sustainable Dream House)	10th grade Math, Chemistry	CA Geometry Standards (5.0, 7.0, 8.0, 9.0, 10.0, 11.0, 15.0, 18.0, 19.0, 20.0); CA Chemistry Standards (3a, 3b, 3c, 3d, 4a, 4b, 4c, 4e, 4f, 4g, 4h, 4i, 7a)
Rock Climbing Project (learn the physics and write a guidebook)	11th grade Math, English, Multimedia	CA E/LA Standards: Writing (1.1, 1.4, 1.5, 1.8, 2.3), Written and Oral Language Conventions (1.1, 1.3) CA Physics Standards (1a, 1b, 1e, 2c, 2h); Trigonometry Standards (12.0, 14.0, 19.0); Algebra Standards 14.0, 19.0
Drug Project	10th grade Humanities, Science (Chemistry and Biology), Statistics, Multimedia	CA E/LA Standards: Reading Comprehension (2.1, 2.3, 2.4, 2.5, 2.6, 2.8); Literary Response and Analysis (3.2, 3.5, 3.12), Writing (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9); Writing Applications (2.2, 2.3); Mathematics: Probability and Statistics (5.0, 6.0, 7.0, 8.0); World History, Culture, and Geography (10.4), Biology (1b), Physiology (9a, b, c, d, e, i); Conservation of Matter and Stoichiometry (3a, b, c, d, e, f, g); Acids and Bases (5a, 5b, 5c, 5d, 5e, 5f, 5g); Organic Chemistry and Biochemistry (10a, 10e); Investigation and Experimentation (1a, 1b, 1c, 1d, 1j, 1l, 1m)
Virtual Museum	10th grade Humanities, Multimedia	CA History-Social Science Standards 10.1, 10.4

At HTH Bayshore, teachers work in teaching teams, grade level teams, and disciplines to align and articulate standards coverage within and across courses and grades. We have the following accountability mechanisms in place to ensure that our teachers are covering state standards:

- Required teacher posting of syllabi showing year-long approach to meeting standards
- Administrative observation in classrooms to verify that teachers, within the context of project-based learning, are covering the content specified in their syllabi
- Required teacher posting of sample projects in the HTH Bayshore online project archive with evidence of crosswalking to standards
- Administrative observation to ensure that student work addresses content standards during Presentations of Learning (POLs), Exhibitions and other public displays of student work
- Regular morning meetings where, in the context of discussing student work, teachers address how projects and assignments connect to standards
- Libraries of text books, primary source material, and other resources available to all schools to assist teachers in teaching to standards
- Annual review of teachers where coverage of standards is an established criteria

Coursework at HTH Bayshore

Students at HTH Bayshore complete the following sequence of courses:

9th grade
- Humanities (English and Ancient World History)
- Integrated Math-Physics
- Spanish (one semester)
- Art (one semester)

10th grade
- Humanities (English and Modern World History),
- Integrated Math-Chemistry
- Spanish (one semester)
- Other, discretion of teaching team (one quarter)

11th grade
- Humanities
- Biology
- Math
- Internship (one semester)
- Elective

12th grade
- English

- Science
- Math
- Senior Concentration
- Senior Project
- Other courses to fill graduation requirements and student schedule

Plan for Students Who Are Low Achieving
HTH Bayshore has developed a number of strategies to address the needs of students with a wide range of prior experience and achievement.

1. We provide support to students both in and out of the core courses. This may take the form of after school tutoring or tutoring during lunch or elective time. We also have an active peer tutoring program at HTH Bayshore.
2. Because of the project-based curriculum and small class size, teachers are able to spend time with students needing extra support on both projects and basic skills.
3. Project-based learning lends itself nicely to building basic skills because students will be able to see the math, humanities, or science being applied to something real.
4. Reading and Writing workshops allow for building content knowledge while reading levels are improved through books at varied levels of difficulty.
5. We offer summer school programs for current students needing additional support in the core areas of math and English.

Plan for Students Who Are High Achieving
At HTH Bayshore, we personalize our offerings to individual students. For two students in the same physics class, one might be building a hovercraft while another is building a sailboat. Our teachers will work to challenge and support each student to aim for their personal best. We believe this is a better way to acknowledge differences between students rather than offering “honors” vs. “regular courses.” Nonetheless, we recognize that one reason that students take honors courses is the weighted GPA that comes with these courses, which helps for college admissions. Therefore, we will allow students to take core classes for honors credit. Students who choose the honors option must complete additional assignments and/or will be held to a higher standard of performance on projects or exams.

Plan for English Learners
HTH Bayshore will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. The goal is to develop high quality instructional programs and services for English learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards as native-English speaking students.

At HTH Bayshore, linguistic and cultural diversity are seen as assets for teaching and learning. English proficiency is a goal for all students, regardless of linguistic

background. In order to best serve the needs of our English Language Learner (EL) students and comply with federal statutes and regulations defined by the US Department of Education's Office of Civil Rights (OCR), HTH Bayshore follows the five-step language support plan described below.[2] All faculty share responsibility for implementation of this plan, coordinated as appropriate by the EL Coordinator. All EL students are fully integrated into core classes and required activities and receive one-on-one or small group coaching based on their language needs.

Five Step Language Support Program

Identification. All students, regardless of racial or ethnic background, complete a Home Language Survey (HLS). The purpose of the survey is to identify students who come from homes in which a language other than English is spoken.

Assessment. If the HLS indicates that a language other than English is spoken at home, HTH Bayshore is responsible for assessing the student's English language proficiency in the areas of speaking, reading, writing, and comprehension of English.

Placement. HTH Bayshore provides language support to all students qualifying as EL. The Coordinator works individually with each EL student, along with the student's family and advisor, to determine the most appropriate support strategies.

Transitioning/Exiting. As EL students are working toward English proficiency, they are still expected to practice and learn the skills and content as required in their core academic courses. The school will outline specific skills for transitioning from language support services so that students and the school have a clear sense of goals and accomplishment.

Monitoring. Students who no longer need language support services are monitored by their advisor to make sure they are performing adequately across their classes.

As part of the *placement and services*, individual and group coaching for EL students will take place one or more times a week during X Block classes, or during the time that their peers are taking Spanish. By using these times for additional English-language study, EL students remain fully involved in their core classes, and HTH Bayshore maintains its inclusive environment while meeting the specific needs of students learning English. The following strategies will also be implemented to ensure academic success and language progress for EL students.

Comprehensive Assessment: The EL Coordinator and Curriculum Coordinator, as appropriate, will be responsible for coordinating teacher evaluations of the student's classroom performance, family/student interviews and collection of a case history, as well as language proficiency testing. The results of these assessments will be used to determine the need for tutoring and other types of extra support.

Professional Development: All HTH Bayshore teachers will receive professional development in research-based language and literacy instruction strategies for English Language Learners, including contextualized curriculum, group work, appropriate teacher discourse, and differentiated instruction.

[2] Adapted from guidelines provided by the US Department of Education's Office for Civil Rights (OCR)

Personal Learning Plans: Advisors work individually with every student to develop student goals and pinpoint strengths, needs, personal interests, and special accommodations. Advisors use the Personal Learning Plan to assess each student's progress and make necessary adjustments along the way. The PLPs are directly informed by the Comprehensive Assessments coordinated by the EL Coordinator. Advisors work closely with the EL Coordinator to ensure that the goals and special accommodations within the PLP are appropriate as well as communicated to the classroom teachers.

Community Outreach: Administration and faculty will work closely with family, community, and local organizations to support EL students and their families. Translators at school meetings and functions, mentoring and tutoring from community members, guest speakers, and specific workshops for parents in supporting their children's learning are provided.

As required by California law, HTH Bayshore will administer the California English Language Development Test (CELDT) to all new students with a home language other than English and to all English Learners annually to determine each student's individual proficiency level and to reclassify students to Fluent English Proficient (FEP) where appropriate. Once an English Learner is identified, a conference will be scheduled with the parent to outline the instructional program, the teacher's role in implementation, and the teacher's, parents' and school's role in providing support. At least twice each semester, the instructional program will be reviewed and discussed.

Plan for Special Education

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act will be provided a free, appropriate public education in the least restrictive environment. To meet our students' needs, HTH Bayshore focuses on the provision of educational enhancement services such as assistive technology, in-class tutorial assistance, small group and individual instruction and note-taking services in the regular education environment rather than a more restrictive special education learning environment. Decisions regarding the above are the responsibility of the Individualized Education Team, as formulated in a written plan and with full parental consent.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through a "child find" process. Instructional staff are instructed about the characteristics of special education handicapping conditions and referral procedures. HTH Bayshore provides psycho-educational diagnostic services to assess students for each of the 13 disabilities as defined by federal law.

Transferability of Credits

Upon request from parents, HTH Bayshore will provide written information about the transferability of courses to other public high schools and the eligibility of courses to

meet college entrance requirements. As courses offered by HTH Bayshore will soon be accredited by the Western Association of Schools and Colleges and approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria, written notification to parents shall state that such accredited courses and approved courses are considered transferable.

Element Two (B)– Measurable Pupil Outcomes

HTH Bayshore intends to graduate its students with:

- A high school diploma
- Passage of the California High School Exit Exam
- SAT scores, a transcript, and a portfolio that greatly increase opportunities for admission to a college, CSU, UC, or other notable institutions, e.g., the Ivy League.

Other measurable outcomes include:

- An expectation that 100% of HTH Bayshore graduates will secure admission to an institution of higher education. We expect roughly 80% of those graduates to secure admission to a four-year institution.
- 100% of HTH Bayshore graduates will complete an academic internship in their junior or senior year.
- 100% of HTH Bayshore graduates will complete a four-year advisory program, addressing the topics of careers, college, culture, community, and citizenship.
- A course of study that meets all requirements for entry into the University of California system.
- An expectation that 60% of HTH Bayshore alumni will complete 4-year college degrees within 6 years of graduating from HTH Bayshore.

Graduation Requirements:

At HTH Bayshore, our graduation requirements are aligned with the minimum entry requirements of the University of California/California State University systems. In addition, in order to graduate, students must complete a semester-long academic internship and complete a substantive senior project.

GRADUATION REQUIREMENTS

SUBJECT AREA	REQUIREMENT
English	4 years
History	3 years
Mathematics	4 years
Lab Science	4 years
Language other than English	2 years (of the same language)
Visual and Performing Arts	1 year (of the same art course)
College Preparatory Elective	1 year

[In addition, at HTH Bayshore:]	
Academic Internship	1 semester
Senior Project	Project completion

HTH Bayshore students will meet all academic standards as adopted by the State Board of Education and applicable to charter schools.

Academic Performance Index

Because HTH Bayshore opened in August of 2005, no API data is available. However, below is presented student achievement data from the flagship High Tech High in San Diego that is used as a benchmark for all HTH schools.

High Tech High's API scores are as follows:

	API Base Score	State Rank	Similar Schools Rank
2004-2005	793	**Not avail.**	**Not avail.**
2003-2004	828	10	10
2002-2003	802	10	10
2001-2002	788	10	10
2000-2001	820	10	10

At minimum, our goal is that HTH Bayshore will achieve a statewide API ranking of 7 or higher by its fifth year of operation.

Element Three (C) – Method of Measuring of Pupil Progress

Unlike many traditional high schools, where students progress simply by putting in class time and passing multiple choice tests, success at HTH Bayshore requires producing real work products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these efforts. In addition, HTH Bayshore has instituted "Transitional Presentations of Learning" (tPOLs) at the end of each grade to ensure that all students make adequate yearly progress before moving on to the next grade level.

Presentations of Learning (POLs)

A Presentation of Learning is a formal presentation given by a student to a panel of peers, community members, administration, teachers, and parents at the end of the first semester each year, delivered in one of the following formats (determined by the teaching team).

1. Community Event POL
2. Reflective Portfolio POL
3. Project Specific POL
4. Personal Growth POL

Before the POL, students practice their presentations in advisory. Advisories focus on presentation skills and give feedback to each student on how they can revise and improve their POL before the final presentation. Each type of POL must incorporate a reflective piece regarding the learning goals.

For the second semester POL, teaching teams conduct transitional POLs to determine whether students are ready to advance to the next grade. This is a 15-25 minute individual, formal presentation based on the student's digital portfolio, during which the students must demonstrate their mastery of grade level standards and their readiness to proceed to the next grade.

Digital Portfolios

Every HTH Bayshore student is required to create a personal digital portfolio. Although students may take creative license in the design of their portfolio, each portfolio must include a project section and a career/educational section that is presented each year during the Transitional Presentation of Learning (tPOL). The portfolio includes the following:

- Career/Educational
  A career and educational objective, a web-based resume and a standard, printable resume
- Projects
  Samples of best work accompanied by reflections on the learning embedded therein
- Art and Design
  A simple, easily navigable design.

At the end of each school year, HTH Bayshore students present at their "Transitional Presentation of Learning," or tPOL. The requirements for the tPOL are grade-level specific, but include an oral presentation, use of the student's digital portfolio, artifacts from standards-bearing project work in the humanities, math and science, and elective courses. tPOL panels will consist of faculty from the students' current and proximate grade level, students, parents, and community members. Each grade level will use a common rubric to evaluate tPOLs and determine each students' readiness to advance to the next grade. Students who attempt but do not pass the tPOL will be given one additional opportunity to present once they have revised their work based on input from the review panel.

Senior Project

Every HTH Bayshore student must complete a senior project in a focus area, such as graphic design or engineering. They present their senior projects in a final Transitional Presentation of Learning. Teachers, parents, administrators, and community members sit on the senior presentation panels.

Grades and Testing

HTH Bayshore students earn traditional grades on a four point scale as well as honors options for core academic classes such as math, humanities, language, and science. They also participate in standardized exams such as the California Standards Tests, California High School Exit Exam, and Physical Fitness tests. To assess what students know and can do as a result of their project work, HTH Bayshore uses additional assessments, including the Digital Portfolio, Presentations of Learning (POLs), Academic Internship Standards, Senior Projects, and grade level Transitional Presentations of Learning (tPOLs) as described above.

The following table outlines the assessments used at HTH Bayshore and the timing of each. All of these methods are employed and reviewed throughout the year and inform the curriculum. Because our schools are small, they can make changes quickly. For example, when teachers observe behavioral issues among students, they collaborate to implement an academic and behavior intervention program that quickly reverse the negative cycle, fostering a close sense of community and a more effective learning environment.

Assessments Administered at HTH Bayshore

NAME OF ASSESSMENT	WHEN ADMINISTERED	PURPOSE FOR ADMINISTERING
California High School Exit Exam (CAHSEE)	Winter/Spring	State and graduation requirement to assess whether or not students are prepared with bas skills.
“A-G” college requirements	Throughout the schoo year	Prepare students for college entry with rigorou curriculum.
CELDT	Fall and as needed fo new students	To assess English Language proficiency
Presentations of Learning	Fall and Spring	To ensure learning goals are met for each individual student.
School-wide Exhibition	Spring	Demonstrate presentations of learning to teachers, parents, and community.
Fitness Gram	Spring	Required by the Federal Government to ensur students are physically fit.
Parent and student survey	Spring	Solicit specific feedback to gauge parent and student satisfaction with learning outcomes an program design of school.
California	Spring	Tests student knowledge of the California Stat

NAME OF ASSESSMENT	WHEN ADMINISTERED	PURPOSE FOR ADMINISTERING
Standards Test		Standards.
CAT-6	Spring	Norm-referenced test to assess student knowledge of core subjects (Math, Science, History, English) in California versus other states.

Use and Reporting of Data
HTH Bayshore will make regular use of student performance data to inform instructional practices and will regularly report achievement to school staff, parents and guardians. In the context of weekly staff meetings at HTH Bayshore, staff routinely review student work and discuss how practices may be adjusted to meet the individual needs of students. It is in these weekly "Looking at Student Work" discussions that teachers receive support from one another to assist students in achieving the standards required. Teachers give advice to the presenting teacher so that they may go back to their classroom and provide additional support. Often these discussions are broadened to include parents and the students themselves so that coordinated intervention and support services can be offered to improve the students' learning. As such, this powerful staff development protocol ensures that the real-time analysis of daily student performance data informs classroom practice, is providing a basis for regular communication with parents and students and is supporting student achievement and high expectations.

At the classroom level, HTH Bayshore teachers use a variety of strategies to monitor student understanding and progress on a daily and weekly basis. These include quizzes, weekly student reflections, and daily "check-ins," e.g., asking students at the end of a class session to write and submit a quick reflection on a 3 x 5 card. In addition, HTH Bayshore teachers have established protocols for weekly reviews of student work including using learning logs or journals, and using weekly check-ins to gauge progress on long-term projects.

HTH Bayshore also issues regular progress reports and grade-status updates to students' advisors who are then responsible for intervening to support students who may be in danger of not receiving passing grades. Such intervention includes the hosting of meetings with students' parents to assess what additional supports need to be made available to assist the students with their learning. HTH Bayshore also provides parents up-to-the-minute information about students' grades via web-enabled password access to the HTH Bayshore Student Information System.

HTH Bayshore will participate in the School Quality Review Process (SQR) in order to demonstrate successful implementation of HTH design principles and achievement of HTH quality standards. The SQR process consists of a self-study that sites undertake in the spring of each year, an onsite evaluation from central High Tech High Learning staff involving interviews with all stakeholder groups at the school, the submission and

review of stakeholder surveys regarding implementation of various aspects of the HTH model, and the submission and review of student achievement data as demonstrated by performance on state-mandated tests. The final SQR report is made available to all HTH Bayshore stakeholders and is posted on the school's web pages. Both HTH Bayshore staff and HTH Learning central staff use the school's final SQR report as a planning tool for improving instruction and student outcomes in the following year.

HTH Learning will also regularly collect and report student achievement data through participation in state-mandated testing programs and through publishing of data in HTH Bayshore's School Accountability Report Cards.

Alumni Program
HTH Learning will operate an alumni program that will keep in contact with graduates of HTH Bayshore and monitor their progress through institutions of higher education so that we may measure the extent to which we achieve our goals regarding college completion rates.

Element Four (D) – Governance
HTH Bayshore will be governed by the Board of Directors of HTH Bayshore, a duly constituted California nonprofit public benefit corporation which will be an affiliate of High Tech High Learning, the California nonprofit public benefit corporation supporting the development of High Tech High schools across the State of California. The school will be a direct-funded charter school and will purchase administrative services from High Tech High Learning. The HTH Bayshore board will meet at least quarterly and will hold its meetings in accordance with the Brown Act. The HTH Bayshore board will have three to five members, a majority of whom shall represent the business community. Additional board members will be selected to represent educators and the California community-at-large. All potential board members will be screened to ensure that they possess the skills and experience necessary to fulfill the responsibilities entrusted to HTH Bayshore board members.

In order to increase local participation in decision-making at the site level, HTH Bayshore will form a five person advisory board, which will provide input regarding issues of importance to the school, including the use of categorical funding. The advisory board will consist of teachers, parents and a local community member. In addition, an advisory board position will be reserved for a representative of the San Mateo County Office of Education.

Element Five (E) – Human Resources

Qualifications of School Employees
HTH Bayshore is committed to hiring talented, knowledgeable, passionate teachers. We do that by holding hiring fairs, working with Schools of Education, and networking with people in industry. Upon review of resumes, we conduct initial phone interviews which, if successful, are followed by a rigorous full-day process during which candidates

teach a class (and are evaluated by students), have a luncheon interview with students, and interview with teachers and administrators.

Teachers at HTH Bayshore represent a range of experiences. Some are former CEOs and college professors; others are veteran teachers or recent university graduates. In August 2004 High Tech High was the first charter school to receive approval from the California Commission on Teacher Credentialing to offer single-subject credentials—in six content areas. Through this program, and in collaboration with local colleges and universities, we are well on our way to full compliance with NCLB requirements. HTH Bayshore teachers are required to hold a Commission of Teacher Credentialing certificate, permit, or other document equivalent to that which any public school teacher is required to hold. As provided by law, the school may exercise flexibility with regard to those teaching non-core, non-college preparatory courses.

As HTH Bayshore is small by design and features an innovative interdisciplinary approach, we intend to employ the guidelines for small schools as set forth by the California Department of Education and California State Board of Education in regard to their interpretation of NCLB guidelines: "If the teacher of record cannot meet the NCLB requirements for all subjects taught, a possible solution is to provide students with access to teachers meeting the requirements[3]." At High Tech High schools, this will mean that if a Humanities teacher is credentialed in English but not yet in Social Studies, students will have access to a teacher credentialed in Social Studies in their same grade or in an adjacent grade level for consultation or tutoring as needed. We support the spirit of the NCLB regulations -- that all students are taught by high quality teachers – and have found that our interdisciplinary structure is quite effective in promoting the high levels of achievement that NCLB seeks to generate. Also, we are working closely with our experienced teachers in order to verify their subject matter competency for additional subject areas using the HOUSSE guidelines.

Within the provisions of the law, HTH Bayshore reserves the right to recruit, interview and hire the best qualified person to fill any of its position vacancies.

HTH Bayshore does not discriminate against any applicant or employee on the basis of race, creed, color, national origin, age, gender, disability, or other basis prohibited by law.

Professional Development

Professional Development at the HTH Bayshore consists of an ever-changing, ever-improving mix of site-based and HTH Learning-hosted learning opportunities. By design, professional development at HTH Bayshore is largely contextual, integrated into teachers' day-to-day work and addressing issues that emerge therein. Indeed, the whole purpose of the contractual requirement that teachers arrive at school one hour before the students each day is to reserve time during teachers' regular work day for planning and development. This contractual hour is used for staff to meet in various

[3] NCLB Teacher Requirements Resource Guide, Section 2.3, Professional Development and Curriculum Support Division, California Department of Education: March 1, 2004.

configurations to accomplish planning and development goals. The typical pattern for morning meetings is:

- one full faculty meeting, where staff discuss school issues, receive training for collegial coaching, and look at student work together
- two team meetings, where teachers who share the same students meet to plan integrated activities and to discuss the needs of individual students
- one meeting by academic discipline (humanities, science, math, language, etc.)
- one meeting of study groups: self-selected groups that address program issues (presentations of learning, digital portfolio requirements, assessment, the HTH approach to writing instruction, promotion policies, etc.). These study groups are proposed and formed in the overall faculty meeting, and they make policy and action recommendations to the faculty

In practice, these morning meetings serve as a theoretical context for veteran and new teachers to reflect on and refine day-to-day practice at HTH Bayshore. They provide the occasion for powerful and productive discussion of the issues and needs that teachers identify in their work.

Morning meetings are also used to allow for Discussions of Student Work. HTH Bayshore emphasizes close collective scrutiny of student work products as a key to program and professional development. Much of this work takes place at faculty meetings, where teachers bring in samples of student work examination and response, following a protocol adapted from the work of Harvard University's Project Zero and others.

Collegial Coaching is becoming an important part of HTH Bayshore's professional development process. Starting at first with observation and consultation by HTH Learning central staff, the program has evolved to engage peers in classroom observation and feedback. Teachers within HTH schools are gaining experience in collegial coaching and have worked in the context of study groups to coordinate and develop materials for this program across HTH sites.

In addition to professional development happening in the context of site-based morning meetings, HTH Learning-sponsored trainings are offered to the teachers and directors. Those trainings include teacher residencies at the HTH flagship school in San Diego, college advising and internship program institutes, teacher ambassador programs where experienced teachers from existing HTH schools visit and support teachers at HTH Bayshore, and the HTH Summer Institute, an annual conference that attracts participants from across the United States to discuss refinement of implementation strategies for the design elements of High Tech High.

Element Six (F) – Health and Safety Procedures

HTH Bayshore complies with all applicable safety laws. The school requires that each employee of the school furnish the school with a criminal record summary as described in Section 44237 of the Education Code including the requirement that, as a condition of

employment, each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

HTH Bayshore will develop further health, safety, and risk management policies in consultation with its insurance carriers and risk management experts. HTH Bayshore will assess its school buildings for structural safety, using the existing state, county and city standards for independent and parochial schools. HTH Bayshore, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

Element Seven (G) – Non- Discrimination

The charter school shall be nonsectarian in its programs, admission policies, employment practices and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of ethnicity, national origin, gender or disability.

Element Eight (H) – Student Admissions and Attendance

Student Recruitment

HTH Bayshore serves a student body that reflects the full socio-economic and cultural diversity of San Mateo County. HTH Bayshore works cooperatively with local school districts and the San Mateo County Office of Education to attempt to program information and applications to all area 8th grade students via direct mail. Staff members visit school and community organizations throughout the surrounding area to recruit applicants. Public information meetings are held at HTH Bayshore. Special emphasis is placed on holding such meetings in communities where site staff feel additional focus is needed to achieve socio-economic and cultural diversity. Program descriptions and student recruitment information is presented in a variety of languages so that we are able to access a broader group of students and parents. Additionally, we post information on the HTH Bayshore website about our admissions process and timeline along with an application form. Sites' websites may be accessed through www.hightechhigh.org.

Student Admission Policies and Procedures

HTH Bayshore endeavors to accommodate all students who apply for admission. Criteria for admission include California residence, matriculation from the current grade, and interest in attending the school. There are no tests or GPA requirements for admission. HTH Bayshore considers any student who satisfactorily completes the course of study offered by another middle school level affiliate of HTH Bayshore as qualifying for admission. Similarly, HTH Bayshore considers any transfer student in good standing from any high school level affiliate of HTH Bayshore as qualified for admission.

For applicants to qualify for admission:

- A student and his/her parent or guardian must together attend one complete HTH Bayshore orientation session. These sessions will be held on evenings and weekends. They will detail what the school expects of the student and his or her family as well as what the student and family should expect of the school.
- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline.
- The student and a parent or guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the student handbook.
- A student seeking admission to any HTH Bayshore grade must be successfully promoted from the prior grade.

If more students apply and qualify than can be admitted, priority for admissions will be assigned in the following order:

1. Returning or existing students of the site in good standing.
2. Children of employees or advisory board members of HTH Bayshore, as well as children of employees or board members of High Tech High, High Tech High Foundation, and High Tech High Learning.
3. Students being promoted from or transferring from another school that is an affiliate of HTH Learning (who also complete the application process in a timely fashion)
4. All other students permitted by law.

Where the number of applicants exceeds the number of available seats, applicants are accepted through a lottery process, with provisions to create an ethnically and economically diverse student body. Such balance will be accomplished by implementing a zip code-based lottery system which is described below. In addition, the procedures described below reflect the finding of the U.S. Congress that women and girls nationally complete fewer math and science courses and lack roles models in science. (See 20 U.S.C. section 7283(b)). This lack of interest is borne out in previous applications to other High Tech High schools. Consequently, in order to offer equal opportunities to girls in the lottery, available openings will first be divided into two groups of equal size, one for each gender.

In order to insure that HTH Bayshore's student body represents the socio-economic and cultural diversity of San Mateo County, a separate lottery is then held by grade level for each zip code in the county. Spaces are allocated to a zip code area based on enrollment data provided to the site by the San Mateo County Office of Education showing the percentage of students attending public schools who reside within the zip code area. If additional openings remain after this first series of zip code-based lotteries is performed, a second random lottery is held where all remaining applicants will be aggregated into a single applicant pool.

After capacity has been reached for each grade, names are placed in a grade level waiting pool. If the school is fully subscribed and then space becomes available within a grade, the school randomly selects applicants from the waiting pool and notifies them that they have the option of enrolling at the school. Upon notification, the applicant has at least three full business days to inform the school director or secretary, verbally or in writing, of the applicant's intentions. In the absence of an affirmative and timely response by phone or letter, the school eliminates the applicant from the pool and proceeds to randomly select another applicant from the waiting pool. All waiting pools expire annually at the end of the site's formal academic year, or as otherwise determined by the site's board.

HTH Bayshore evaluates the performance of all current enrollees annually and considers each for readmission prior to consideration of any other applicants. Readmission decisions will be based upon published criteria, including those contained in the Student, Parent and School Contract. Students not readmitted, if any, will be notified in writing of the basis for their non-readmission.

The School certifies that, to the best of its knowledge, all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. The School will defend, indemnify and hold harmless the SBE from any and all challenges alleging that the School's admission procedures do not comport with applicable laws.

Element Nine (I) – Annual Audits

HTH Bayshore will contract with an independent auditor for an annual financial audit that will be produced according to generally accepted accounting principles. HTH Bayshore will transmit a copy of the audit to the County Superintendent of Schools, the State Controller and the State Department of Education - by December 15 of each year. Should the audit note any exceptions or deficiencies, the School will follow a procedure whereby the School:

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to

HTH Bayshore will avail itself of the well-tested plans and systems used to support our existing schools in order to ensure the successful completion of the independent audit.

HTH Bayshore will:

- Prepare and file with the San Mateo County on or before September 15 and annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education code section 42100); and

- Prepare and file with the San Mateo County a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15 (education Code section 47604.33).

Element Ten (J) - Student Suspensions and Expulsions

HTH Bayshore will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students will be consistent with all applicable federal statutes and state constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or SELPA policies require additional or different procedures.

The following represent typical grounds for suspension and expulsion:

- The threat, causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
- Unlawful possession, use, sale, or offer of any controlled substance, alcoholic beverage or any intoxicant, or being under the influence thereof.
- Robbery or attempted robbery of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance of valid school authorities.
- Violation of a policy or procedure by a student and/or parent as set forth in the student handbook.

A student suspension or expulsion may only be enacted with the approval of HTH Bayshore's director. An expulsion may be appealed to a subcommittee authorized by the school's local board that will have the right to rescind or modify the suspension or expulsion. The parents or guardians of the student will have ten days from the suspension or expulsion to declare in writing their request for an appeal. The subcommittee will convene a hearing within fifteen days of receipt of a timely request for an appeal. At the hearing the student will have the right to counsel, the right to present evidence and the right to confront and cross examine adverse witnesses. The subcommittee members will consider evidence and/or testimony as it deems appropriate and render a written decision that will be in the best interests of the student and the site. That decision will be final.

Element Eleven (K) – STRS, PERS, Other Retirement Coverage

HTH Bayshore offers compensation benchmarked to the district pay scales of the district located nearest to the school, the Sequoia Union High School District.

To the extent allowed by law, HTH Bayshore will cooperate with the SBE to make participation in STRS and other existing retirement plans available to teachers and other eligible persons working at HTH Bayshore. Teachers and other persons working at HTH Bayshore will retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS and Social Security. The HTH Bayshore board may establish retirement plans for employees that may include, but will not be limited to, establishment of a section 403(b) plan, and/or contracting with STRS and/or PERS.

Element Twelve (L) – Attendance Alternatives

HTH Bayshore is a school of choice. No student is required to attend. Students choosing not to attend HTH Bayshore may attend other public schools within their home school district.

HTH Bayshore pledges to work cooperatively with the SBE to expeditiously provide and receive student information as may be necessary when students transfer between HTH Bayshore and other public school alternatives.

Element Thirteen (M) – Rights of School District Employees

As this charter petition seeks to establish a charter school with county-wide benefit from a County Office of Education, pursuant to Education Code § 47605.6 , employees of the School shall not have return rights to public school district employment.

Element Fourteen (N) – Dispute Resolution Process

HTH Bayshore and the SBE will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event a formal dispute arises between HTH Bayshore and the SBE relating to provisions of this charter, these procedures will be followed:

> One party will notify the other in writing concerning the nature of the dispute and the facts that support it. Such notices will be sent to or from the HTH Baysh board chairperson (with a copy to the HTH Bayshore Chief Executive Officer) and the chairperson of the SBE. Absent extenuating circumstances, such a notice will be provided within 15 calendar days of when either HTH Bayshore or the SBE becomes aware of the dispute.
>
> Upon receipt of the notice, representatives of and the Chairperson of the HTH Bayshore board of directors and the Chairperson of the SBE, or their designees, will meet within 15 days and attempt to resolve the dispute. If they reach a resolution, they will co-author a description of that resolution and distribute it to both parties.
>
> If no resolution is reached, the parties may, by mutual agreement, utilize the services of an outside mediator skilled in the interest-based approach to

mediating disputes. Each party will bear its own costs and evenly divide the cost for the mediation.

If the dispute remains unresolved following the mediation meeting either party may request non-binding arbitration before a mutually agreed upon arbitrator. The arbitration hearing will be informal in nature. If the arbitration involves a dispute which may lead to revocation of the charter, then the arbitration proceedings must be held, concluded and a decision rendered within thirty days of the mediation meeting so as to not excessively extend the time period within which the SBE may act to revoke the charter. Each party will bear its own costs and evenly divide the cost for the arbitration.

In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, HTH Bayshore will be given a reasonable period of time to correct the violation, unless the SBE determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. In such event, the SBE reserves the right to take any action it deems appropriate and HTH Bayshore reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the SBE determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

The dispute resolution process permits oral notice, followed immediately by written notice.

Element Fifteen (O) – Employee Representation

For the purposes of the Educational Employment Relations Act, HTH Bayshore declares that it will be the exclusive public school employer.

Element Sixteen (P) – School Closeout

If HTH Bayshore should require dissolution and winding up for any reason, assets remaining after payment of all debts and liabilities and a final audit will be distributed as follows: (1) All assets and property purchased with public money will be distributed first to HTH Learning if it is still operating, then to HTH Foundation, for the benefit of other charter schools established by the foundation, and if neither organization is operating, to the SBE. (2) All other assets and property will be distributed to a nonprofit fund, foundation or association in accordance with state law. Further, HTH Bayshore will notify parents, students, the California Department of Education, and districts affected by the closure and will transfer all pupil records as appropriate. Finally, HTH Bayshore will produce a final audit for the charter-granting agency that determines the disposition of all assets and liabilities.

OTHER CHARTER PROVISIONS

17. Delineation of Site-based and Central Responsibilities Including Administrative Responsibilities

HTH Bayshore features a high level of coordination and cooperation between site-based staff and HTH Learning central staff in order to ensure that HTH Bayshore continues to achieve the quality standards of High Tech High schools.

HTH Bayshore maintains the following administrative staff:

- Director – responsible for overseeing all aspects of the site's local operations including responsibility for ensuring that the site's instructional program features full implementation of HTH Design Principles and delivers the measurable outcomes expected of HTH schools. The Director is responsible for hiring all site-based staff and, working in collaboration with HTH Learning central staff, for preparing a budget for approval by the site's local board.
- Dean of Students – works in close partnership with the Director to ensure that student safety is maintained at all times and that a culture and standard of discipline conducive to student learning is supported by all site students and parents.
- College Advisor – ensuring that all students in the site have the support needed to earn acceptance to and enroll in an institution of higher learning.
- EL Coordinator- working to ensure that all EL students at the school achieve English proficiency regardless of linguistic background by overseeing and implementing the school's five-step language support program and providing instructional support and training to all teachers.
- Intern Coordinator – working to implement the site's academic internship program, including identifying intern program partners, matching students to specific internship opportunities and implementing established protocols designed to allow students to earn academic credit for work accomplished during internship experiences.
- IT Associate Director – working closely with HTH Learning central staff to ensure that HTH IT systems architecture is fully implemented at the site level, providing the site's students, parents and staff full access to the array of IT services that support teaching, learning and site operations at HTH schools. The IT Director also ensures that the site's webpage is maintained in a manner that supports the mission of the school
- Administrative Assistance – working closely with the site Director to ensure that administrative, clerical and front office functions are performed at the site level and working closely with the HTH Learning central staff to make sure that timely information flows from the site to HTH Learning regarding compliance matters and fiscal control.

- Custodian – ensuring that the site's facility is maintained in a manner that supports teaching and learning.

At the central level, HTH Learning will continue to offer a comprehensive suite of back office and other services to HTH Bayshore. As a guiding principle, HTH Learning central staff attempt to perform all of the bureaucratic and other compliance related activities that would otherwise distract HTH Bayshore staff from their primary mission, which is to support student learning. Services include:

- Charter Development, Grant Generation and Initial Community Engagement
- Property/Facilities Acquisition and Financing
- Facilities Design, Renovation and Maintenance
- HR Support
- IT Services
- Curriculum Development Support
- Teacher Credentialing
- Professional Development for Principals and Teachers
- Program Monitoring, Compliance and Quality Assurance
- Special Education Services
- Fundraising
- General Counsel
- Administrative Services

HTH Learning has developed a proven track record of being able to provide high quality administrative services to sites, as is demonstrated by HTH Learning's successful management of its six affiliate sites. Administrative functions performed include:

- Pupil Accounting
  - Summarize daily attendance into monthly reports made available to site principals
  - Prepare and submit P1, P2 and Final attendance reports as well as the J18/19 and advance apportionment reports to chartering authority/and or CDE
- Budgeting and forecasting, including developing annual budgets for submission to chartering authorities as required by statute
- Accounting services including:
  - Maintain schools general ledgers per the State Standardized Account Code Structure

  - Provide monthly reconciliations of balance sheet items
  - Accounts Payable – process vendor invoices for payments and post accounting entries
  - Process employee reimbursements
- Fiscal reporting including
  - Provide to school monthly financial reports including balance sheet and actual vs. budget
  - Prepare J210 budget report including budget summary, ADA report cash flow report and break-out of revenue detail
  - Twice a year, prepare J250 Interim Financial Reports and submit to chartering authority
  - Prepare annually J200 Final Actuals Report
  - Prepare state and federal payroll tax filing reports quarterly and annually
- Payroll Processing
  - Maintain employee files and database
  - Process payroll for all school employees
  - Reconcile payroll checks to general ledger
  - Process federal and state tax payments as required by statute
  - Prepare W-2's and 1099's
- Purchasing
  - Perform all activities necessary to secure appropriate health and retirement benefits for employees including vendor selection, employee sign-up, informing staff about benefits options and acting as an intermediary between school and provider
  - Oversee all activities related to securing appropriate liability insurance including making application for bids, processing renewal applications and ensuring prudent levels of coverage
  - Oversee selection of food service vendors
  - Establish relationships with vendors to achieve bulk-purchase pricing benefits for textbooks, office supplies, janitorial supplies, etc.
- HR Compliance
  - Monitor and review all Worker's Comp and Unemployment claims
  - Maintain duplicate copies of employment records for school including documentation verifying eligibility for employment

- Perform new hire processing including reference and background check, eligibility for employment, medical clearance, fingerprinting
- Perform exit interview and complete exit paperwork for employees leaving the school

18. Financial Reporting
HTH Bayshore will:

- Prepare and file with the state on or before September 15 an annual statement of receipts and expenditures of the charter school for the preceding fiscal year; and
- Prepare and file with the state a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15 (Education Code section 47604.33).

19. Insurance
HTH Bayshore will, at its own expense and risk, secure and maintain appropriate workers compensation, as well as liability coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft. The SBE will be named as "other named insured." Supplementary coverage will cover the after-hours and weekend activities of HTH Learning site programs.

At minimum, coverage will include:

- Workers' Compensation with limits of $1,000,000 per accident as required by the Labor Code of the State of California and Employers' Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than $5,000,000 per single occurrence.
- Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least $50,000 per occurrence with no self-insured retention.

HTH Bayshore may also purchase coverage for the following:

- Directors and Officers for wrongful acts (including coverage for employment practices) of at least $2,000,000 each claim with an extended reporting period of not less than one year following termination of the charter.
- Professional Liability (E & O) for defense and damages for errors and omissions with a limit of $1,000,000 each incident if health care services such as medical, nursing, and/or counseling are provided to students.
- Commercial All Risk Property for buildings and contents for full replacement cost.
- Student Accident Insurance with a limit of no less than $10,000 per accident and a zero deductible.

20. Facilities and Transportation
HTH Bayshore's new facility is located in Redwood City. Like all High Tech High facilities, the architectural design of HTH Bayshore is central to the implementation of the school's instructional program. The facility features connected pods of classrooms to facilitate team-teaching, common teacher office spaces to promote collaboration between teachers, and a large commons space for community meetings.

Transportation
Except for those students who may be entitled to transportation under IDEA, transportation is a parental responsibility for students attending HTH Bayshore.

21. Internal Dispute Resolution
Except those disputes between the SBE and HTH Bayshore relating to provisions of this charter, all disputes involving HTH Bayshore will be resolved by HTH Bayshore according to HTH policies. Complaints to the SBE relating to the operation of the school and not to the terms of this charter or other issue regarding the School's and the SBE's relationship will be resolved as set forth below:

- HTH Bayshore will adopt policies and processes for airing and resolving disputes.

- The SBE agrees to refer all complaints regarding operations of HTH Bayshore to HTH Bayshore's chief executive officer for resolution in accordance with the site's adopted policies. In the event that HTH Bayshore's adopted policies and processes fail to resolve the dispute, the SBE agrees not to intervene in the dispute without the consent of HTH unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the SBE will have the ability to intervene in and respond to complaints about the operation of HTH Bayshore as is required by law.

22. Liability of Authorizer
HTH Bayshore shall hold harmless, defend and indemnify the SBE, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of School, its officers, employees or agents. In cases of such liabilities, claims or demands, HTH Bayshore, at its own expense and risk shall defend all legal proceedings which may be brought against the SBE, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

23. Charter Term
The petitioners request the SBE approve a renewal of this charter for a five-year period beginning on July 1, 2006 and ending June 30, 2011.

The SBE shall not allow the charter to expire, without renewal, through lack of timely consideration by the SBE if the School submits the charter for renewal at least nine months prior to expiration.

24. Charter Revisions
Material revisions to the charter must be approved by the SBE. However, any proposed revisions to the charter will be presented to the SBE for a determination as to whether it is a material revision that must be approved by the SBE. The SBE will make its determination and, if required, the SBE will consider the revision for approval within 60 days of submission by the School or within a time mutually agreed to.

25. Severability
The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the SBE and HTH Bayshore. The SBE and HTH Bayshore agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

26. Information Exchange
HTH Bayshore agrees to permit the SBE and/or its designees to inspect and receive copies of all records relating to the operation of HTH Bayshore, including financial, personnel, and pupil records. HTH Bayshore shall promptly comply with all reasonable written requests for information pertaining to the operations of the School and shall provide the SBE regular access HTH Bayshore.

27. Signatures
Attached to this proposal are signatures of all current HTH Bayshore teachers. The attached signatures represent at least one half of the number of teachers who will be employed at the school during the second year of operation.

ASSURANCES
As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a five-year charter renewal for HTH Bayshore is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, HTH Bayshore:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non charter public schools.
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act

(Chapter 10.7 (commencing with 3540) of Division 4 of Title 4 of Title 1 of the Government Code.

3. Will be nonsectarian in its programs, admissions, policies, employment practices, and all other operations.
4. Will not charge tuition.
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process.
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability.
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials, as necessary.
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
12. Will provide an annual report to the SBE reflecting student achievement data, performance benchmarks, and other pertinent data supporting state charter goals.
13. Will notify the CDE within 60 days of proposed commencement of instruction of each site

_____ **(Authorized Signature)**
_____ **(Date)**

HTH Bayshore – Three-Year Budget Projection

	2006-07	2007-08	2008-09
REVENUES			
Principal Apportionment - ADA	**2,282,515**	**2,963,030**	**3,025,296**
Other State Revenues	**50,083**	**63,619**	**63,619**
Other Federal Revenues	**18,470**	**23,462**	**23,462**
Special education			
Gates grant revenue	**-**	-	-
Grants and Donations	**50,000**	**25,000**	**25,000**
TOTAL REVENUES	**2,401,069**	**3,075,112**	**3,137,378**
EXPENSES			
Staffing			
Salaries	**1,340,172**	**1,558,782**	**1,539,946**
New hire costs	**4,000**	**3,000**	**3,090**
Employee benefits	**321,641**	**374,108**	**369,587**
Total Staffing Cost	**1,665,813**	**1,935,890**	**1,912,623**
Facilities			
Rents and/or P&I - $8.2mm	**372,321**	**372,321**	**372,321**
Grounds maintenance	**20,400**	**21,012**	**21,642**
Insurance	**18,000**	**20,000**	**20,600**
Total Facilities Cost	**410,721**	**413,333**	**414,563**
Administrative Costs			
CMO Management fees	**47,021**	**244,009**	**248,990**
Books & Instructional Supplies	**25,000**	**25,750**	**26,523**
Office/Admin Supplies	**19,300**	**21,000**	**21,630**
Student Transportation	**7,111**	**7,253**	**7,471**
Consultants	**-**	**-**	**-**
Water & Food Service	**2,000**	**2,400**	**2,472**
Travel & Conferences	**6,000**	**8,000**	**8,240**
Dues & Memberships	**2,397**	**2,304**	**2,373**
Other special education expenses	**-**	**-**	**-**

HTH Bayshore – Three-Year Budget Projection

Special Education Monitoring			-
Utilities	**60,000**	**61,800**	**63,654**
Telephone	**15,000**	**11,000**	**11,330**
Housekeeping	**10,000**	**13,000**	**13,390**
Depreciation	**25,000**	**25,000**	**25,000**
Postage, Freight & Banking	**3,500**	**4,000**	**4,120**
Meetings & Hospitality	**6,000**	**8,000**	**8,240**
Printing & Duplicating	**16,000**	**18,432**	**18,985**
Repairs & Maintenance	**10,000**	**12,000**	**12,360**
Payments to District	**23,326**	**30,501**	**31,124**
Contingency	**47,021**	**91,503**	**93,371**
Total Administrative Costs	**324,677**	**585,952**	**599,272**
TOTAL EXPENSES	**2,401,211**	**2,935,175**	**2,926,458**
Capex for Equipment replacement	**-**	**135,360**	**135,360**
NET EXCESS (DEFICIT) assumption 2	**(142)**	**4,577**	**75,559**
Number of students - net	355	451	451
Number of students enrolled	370	470	470
ADA	6,426	6,567	6,705
Lottery	141	141	141
ADA growth rate	2.00%	2.19%	2.10%
Expense growth rate	2.00%	3.00%	3.00%
CMO management fee %	2.00%	8.00%	8.00%
Contingency %	2.00%	3.00%	3.00%
Capex per student	-	300	300

Recommended Conditions for Continued Operation of High Tech High Bayshore to be Incorporated in a Memorandum of Understanding

1. **Insurance Coverage**-not later than **Date to be determined (TBD),** (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.

2. **Oversight Agreement**-not later than **TBD**, either (a) accept an agreement with the State Board of Education (SBE), administered through the California Department of Education (CDE), to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the SBE (as represented by the Executive Director of the SBE), and an oversight entity, pursuant to *Education Code* (*EC*) Section 47605(k)(1), regarding the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities.

3. **SELPA Membership**-not later than **TBD**, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local educational agency and, not later than **TBD**, submit either written verification that the school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff based on a review of either the school's written plan for membership in the SELPA, including any proposed contracts with service providers or the agreement between a SELPA, a school district, and the school, including any proposed contracts with service providers.

4. **Educational Program**-not later than **TBD**, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and, not later than **TBD**, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress. Satisfaction

of this condition should be determined by the Executive Director of the SBE based primarily on the advice of CDE staff.

5. **Student Attendance Accounting**-not later than **TBD**, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Fiscal Services Division.

6. **Facilities Agreement**-not later than **TBD**, present a written agreement (a lease or similar document) indicating the school's right to use the principal school site and any ancillary facilities identified by the petitioners for at least the first year of the school's operation and evidence that the facility will be adequate for the school's needs. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

7. **Zoning and Occupancy**-not less than **30 days** prior to the school's opening, present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the SBE may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the SBE based primarily on the advice of the Director of the School Facilities Planning Division.

8. **Final Charter**-not later than **TBD**, present a final charter that includes all provisions and/or modifications of provisions that reflects appropriately the SBE as the chartering authority, that meets all current requirements of statute applicable to charter schools, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the SBE based primarily on the advice of the Charter Schools Division staff.

9. **Legal Issues**-in the final charter, resolve any legal issues that may be identified by the SBE's Chief Counsel.

10. **Processing of Employment Contributions**-prior to the employment of any individuals by the school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS).

11. **Operational Date**-if any deadline specified in these conditions is not met, approval of the charter is terminated, unless the SBE deletes or extends the deadline not

met. If the school is not in operation within one year of the charter petition's approval by the SBE, approval of the charter is terminated.

ITEM # 15

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Recommendation to Appoint Commissioners to the Advisory Commission on Charter Schools	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Appoint members for new terms on the Advisory Commission on Charter Schools (ACCS).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education appoints members to the Advisory Commission on Charter Schools (ACCS) pursuant to Education Code Section 47634.2(b) and State Board Policy 01-04. The ACCS is composed of nine members, eight of whom serve two-year, staggered terms. The ninth member is a designee of the State Superintendent. The advisory committee shall include, but is not limited to, representatives from school district superintendents, charter schools, teachers, parents (guardians), members of the governing boards of school districts, and county superintendents of schools.

SUMMARY OF KEY ISSUES

The open positions are for a representative of charter schools, teachers, a school governing board, and a district superintendent of schools. It is anticipated that the State Board's Screening Subcommittee will recommend individuals for appointment to positions on the ACCS.

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

Names of candidates recommended by the SBE Screening Committee will be provided as a Last Minute Memorandum.

ITEM # 16

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Assignment of Numbers for Charter School Petitions	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) assign charter numbers to the charter schools identified on the attached list.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE is responsible for assigning a number to each approved charter petition. On the advice of legal counsel, CDE staff presents this routine request for assignment of charter numbers as a standard action item.

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 756 charter schools, including some approved by the SBE after denial by the local educational agencies, and eight all-charter districts. Of the 756 schools numbered, approximately 573 are operating in the 2005-06 school year.

SUMMARY OF KEY ISSUES

The law allows for the establishment of charter schools. A charter school typically is approved by a local school district or county office of education. The entity that approves a charter is also responsible for ongoing oversight. A charter school must comply with all the provisions of its charter, but is exempt from many statutes and regulations governing school districts.

Education Code Section 47602 requires the SBE to assign a number to each charter school that has been approved by a local entity in the chronological order in which it was received. This numbering ensures that the state is within the cap on the total number of charter schools authorized to operate. As of July 1, 2005, the number of charter schools that may be authorized to operate in the state is 950. This cap may not be waived. This item proposes assignment of a number to four additional charter

SUMMARY OF KEY ISSUES (cont)

schools. These charter schools were recently approved by local boards of education as noted. Copies of the charter petitions are on file in the Charter Schools Division.

FISCAL ANALYSIS (AS APPROPRIATE)

There is essentially no fiscal impact directly resulting from the assignment of numbers to recently authorized charter schools. To the extent numbered schools serve students, they report average daily attendance and receive funding from certain federal, state, and local sources.

ATTACHMENT(S)

Attachment 1: Assignment of Numbers for Charter School Petitions (1 page)

JANUARY 2006 STATE BOARD OF EDUCATION MEETING

Assignment of Numbers for Charter School Petitions

Number	Charter Name	Charter School County	Authorizing Entity	Charter School Contact
757	California Virtual Academy @ Sutter	Sutter	Nuestro Elementary SD	James Konantz 2360 Shasta Way, Unit B Simi Valley, CA 93065 (805) 581-0202
758	Leadership Public Schools – Stockton	San Joaquin	Stockton USD	Michele Cole 2601 Mission Street, 9th Floor San Francisco, CA 94110 (415) 695-0669
759	Classical Academy High School	San Diego	Escondido Union High SD	Cameron Curry 130 B West Woodward Avenue Escondido, CA 92025 (760) 546-0101
760	Alder Grove Charter School	Humboldt	South Bay Union SD	Jenni Allen-San Giovanni 6077 Loma Avenue Eureka, CA 95503 (707) 616-6971
761	New Heights Charter School	Los Angeles	Los Angeles USD	Amy Berfield 3627 Luy Rd. Los Angeles, CA 90034 310-435-2121

Note: To date, the State Board of Education has issued 756 charter numbers. Currently there are 586 charter schools that are authorized to operate (and 8 all charter districts). Approximately 573 charter schools are actually in operation in 2005-06. The difference (between the number of charter schools currently authorized and the number actually in operation) reflects mostly schools that will not open until 2006-07.

ITEM # 17

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Charter Schools: Determination of Funding Requests for 2004-05 and 2005-06 for Nonclassroom-based Charter Schools	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve one 2004-05 determination of funding request and thirteen 2005-06 (and beyond) determination of funding requests from charter schools pursuant to *Education Code (EC)* sections 47612.5 and 47634.2, and *California Code of Regulations*, Title 5, sections 11963 to 11963.6, inclusive, based upon the recommendations of the Advisory Commission on Charter Schools (ACCS) as presented in Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Senate Bill (SB) 740 (Chapter 892, Statutes of 2001) enacted provisions in law that result in potential funding reductions for charter schools that offer nonclassroom-based instruction. Nonclassroom-based instruction occurs when a charter school does not require attendance of its pupils at the school site under the direct supervision and control of a qualified teaching employee of the school for at least 80 percent of the required instructional time. A charter school is prohibited from receiving any funding for nonclassroom-based instruction unless the SBE determines its eligibility for funding. For 2003-04 and each fiscal year thereafter, the law states that funding determinations must be 70 percent unless the SBE determines that a greater or lesser percentage is appropriate for a particular charter school.

SB 740 also established the ACCS to develop the criteria for the SBE to use in making funding determinations. Moreover, the ACCS provides recommendations to the SBE on appropriate funding determination levels for nonclassroom-based charter schools and on other aspects of the SBE's duties under the Charter Schools Act of 1992.

SUMMARY OF KEY ISSUES

These funding determination requests include two requests, One Step Up Charter Academy (#379) and Santa Rosa Academy (#730), which were processed under a previous set of Title 5 regulations at an ACCS meeting on November 29, 2005, and

SUMMARY OF KEY ISSUES (cont)

twelve new funding determination requests considered under the revised Title 5 regulations at the ACCS meeting on January 18, 2006.

Please note that the revised Title 5 regulations (that became operative on December 6, 2005) specify the criteria that a nonclassroom-based charter school must meet in order for the SBE to receive a 100 percent determination of funding. These criteria state that at least 40 percent of the school's public revenues must be spent on certificated employee salaries and benefits, at least 80 percent of all revenues must be spent on instruction and instruction-related costs, and the student-to-teacher ratio does not exceed 25 to 1 or the student-to-teacher ratio of the largest unified school district in the county or counties in which the charter school operates. Affected schools must spend a minimum of 35 percent on certificated employee salaries and benefits and 60 percent on instruction and instruction-related costs or the funding determination is zero. Pursuant to the regulations, the SBE may approve a higher or lower funding level than the criteria would prescribe based upon mitigating circumstances of the school that indicate that a higher or lower funding level is appropriate.

Pursuant to the SB 740 regulations, all funding determination requests are required to be submitted to the CDE by February 1.

FISCAL ANALYSIS (AS APPROPRIATE)

A determination of funding request approved at less than the 100 percent level may result in reduced apportionment claims to the state. The reductions in claims would result in a proportionate reduction in expenditure demands for Proposition 98 funds. All Proposition 98 funds, by law, must be expended each fiscal year. Thus, a reduction in apportionment claims may be more accurately characterized as an expenditure shift than as absolute savings under typical circumstances. In 2002-03, funding determination requests approved by the SBE at less than 100 percent resulted in over $30 million in reduced apportionment claims. The reductions in 2003-04 and 2004-05 were approximately $25 million each year in reduced apportionment claims.

ATTACHMENT(S)

Attachment 1: 2004-05 and 2005-06 Funding Determination Requests (4 Pages)

2004-05 and 2005-06 Funding Determination Requests
March 2006

2004-05 and 2005-06 (and beyond)

Title 5 regulations (effective October 28, 2003-December 5, 2005)

The following two schools were considered under previous Title 5 regulations.

The following determination of funding request is recommended for approval by the State Board of Education (SBE) for one year only (2004-05) at the 70 percent level. The reasons justifying a 70 percent funding level in 2004-05 revolve around the school only having met the criteria specified in regulation. *California Code of Regulations (CCR)*, Title 5, Section 11963.4(b)(1) specifies, "If the percentage calculated pursuant to paragraph (1) of subdivision (c) of Section 11963.3 equals at least 40 percent but less than 50 percent, and the percentage calculated pursuant to paragraph (2) of subdivision (c) of Section 11963.3 equals at least 60 percent but less than 70 percent, the [ACCS] shall recommend to the [SBE] approval of the request at 70 percent, unless there is a reasonable basis to recommend otherwise."

At its January 21, 2005, meeting, the Advisory Commission on Charter Schools (ACCS) recommended a 50 percent funding level for one year (2004-05) for the One Step Up Charter Academy. The basis for the recommendation was a result of incomplete school financial data and a missing prior-year independent audit report (2003-04).

During school year 2004-05, the school served notice that it wished to seek a second determination of funding (appeal) for that year, but the school was unable to present essential evidence needed to support the appeal, specifically a final audit for 2003-04. One Step Up Charter Academy was revoked in June 2005.

In September 2005, a representative of the former school was able to secure funding to complete the 2003-04 audit. As a result of the audit, CDE staff was able to verify that 48 percent of the school's expenditures were dedicated to credentialed teachers, and 80 percent was allocated to instruction and related expenditures, which would have resulted in a 70 percent funding recommendation, consistent with then existing regulations. In light of the fact that obligations of the school were not able to be met with the original funding determination of 50 percent, and with the completed 2003-04 annual audit, the CDE staff, in consultation with the CDE legal division, determined to present the new information to the ACCS at the November 29, 2005, meeting. However, given that the time line for appeal had passed, the CDE staff presented the information without recommendation to the ACCS. Based on the annual audit information and with the knowledge that the school had been unable to meet its financial obligations, the ACCS recommended approval at the 70 percent level for 2004-05.

Charter Number	CDS Code	Charter Name	2004-05
#379	10-62174-1030865	One Step Up Charter Academy (APPEAL)	70%

The following determination of funding request is recommended for approval by the SBE for one year only (2005-06) at the 100 percent level. The reasons justifying a level higher than 70 percent in 2005-06 and beyond are that (1) the school met the minimum criteria specified in regulation for the 100 percent level, and (2) the school presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the school to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function. This is a newly established charter school, whose expenditure met the criteria for 100 percent funding.

Charter Number	CDS Code	Charter Name	2005-06
#730	33-67116-0109843	Santa Rosa Academy	100%

New Title 5 Regulations (effective December 6, 2005)

The new regulations establish an alternative method for determining the pupil-teacher ratio for nonclassroom-based charter schools, allowing charter schools to use a statewide average pupil-teacher ratio; clarify the multi-year funding determination option; make clarifying changes to the determination of funding request forms and calculations for the 2005-06 fiscal year and beyond; incorporate facilities mitigation within "instructional costs" and the base calculation; clarify certificated instructional support staff and treatment of contracted staff used by the charter school for the calculation; make technical changes that include removal of language no longer in effect; and establish policy for determination of funding requests for nonclassroom-based virtual or on line charter schools.

The following determination of funding requests are recommended for approval by the SBE for two years only (2005-06 and 2006-07) at the 100 percent level. The reasons justifying a level higher than 70 percent in 2005-06 and beyond are that (1) the schools met the minimum criteria specified in regulation for the 100 percent level, and (2) the schools presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the school to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function (*CCR*, Title 5, Section 11963.4(a)(3)). These are continuing schools whose expenditures met the criteria for 100 percent funding.

Charter Number	CDS Code	Charter Name	2005-06	2006-07
#103	50-75564-5030176	Oakdale Home Study Charter School	100%	100%
#196	10-62166-1030733	Fresno Preparatory Academy	100%	100%
#358	08-10082-0830059	Castle Rock Charter School	100%	100%
#411	19-64246-1996537	Desert Sands Charter High School	100%	100%
#430	52-71605-6119671	eScholar Academy	100%	100%
#527	05-10058-0530154	Mountain Oaks Charter School	100%	100%
#571	16-63875-0101717	Crossroads Charter School	100%	100%
#637	47-70466-0106393	Golden Eagle Charter School	100%	100%
#674	10-62364-0107623	Crescent View Charter High School	100%	100%

The following determination of funding request is recommended for approval by the SBE for three years (2005-06, 2006-07, and 2007-08) at the 100 percent level. The reasons justifying a level higher than 70 percent in 2005-06 and beyond are that (1) the school met the minimum criteria specified in regulation for the 100 percent level, and (2) the school presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination level is necessary for the school to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function. The ACCS recommended that given the school's relatively high CAHSEE passage rate, in combination with a solid record of achievement in the Standardized Testing and Reporting (STAR) program, the school should be awarded a three-year approval period.

Charter Number	CDS Code	Charter Name	2005-06	2006-07	2007-08
#332	15-10157-1530492	Valley Oaks Charter School	100%	100%	100%

The following determination of funding request is recommended for approval by the SBE for five years (2005-06, 2006-07, 2007-08, 2008-09, and 2009-10) at the 100 percent level. The reasons justifying a level higher than 70 percent in 2005-06 and beyond are that (1) the school met the minimum criteria specified in regulation for the 100 percent level and the charter school's pupil-teacher does not exceed 25:1 or the equivalent pupil-teacher ratio of the largest unified school district in the county or counties in which the charter school operates; (2) the school presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding determination

level is necessary for the school to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function; and (3) the school met the criteria specified in *Education Code* Section 47612.5(d)(2) for a five-year determination. "A charter school that has achieved a rank of 6 or greater on the Academic Performance Index for the two years immediately prior to receiving a funding determination pursuant to subdivision (b) of Section 47634.2 shall receive a five-year determination and is not required to annually reapply for a funding determination of its nonclassroom-based instruction program if an update of the information the [SBE] reviewed when initially determining funding would not require material revision, as that term is defined in regulations adopted by the board." Hickman Charter School met the conditions for 100 percent funding, and has received a statewide ranking of 6 on the Academic Performance Index for the last two years, qualifying the school for a five year funding determination.

Charter Number	CDS Code	Charter Name	2005-06	2006-07	2007-08	2008-09	2009-10
#D4	50-71100-6112627	Hickman Charter School	100%	100%	100%	100%	100%

The following determination of funding request is recommended for approval by the SBE for two years (2005-06 and 2006-07) at the 85 percent level. The reasons justifying this level in 2005-06 and 2006-07 revolve around the school only having met the criteria specified in regulation for the 85 percent funding level. Specifically, the percentage of the schools' total expenditures calculated for Instruction and Related Services did not equal or exceed 80 percent of total revenues (*CCR*, Title 5, Section 11963.4(a)(2)). "If the percentage calculated pursuant to paragraph (1) of subdivision (c) of Section 11963.3 equals or exceeds 40 percent on certificated staff compensation, <u>and</u> the percentage calculated pursuant to paragraph (2) of subdivision (c) of Section 11963.3 equals at least 70 percent but less than 80 percent on instruction and related services, the [ACCS] shall recommend to the [SBE] approval of the request at 85 percent, unless there is a reasonable basis to recommend otherwise." The Wheatland Charter Academy spent 70.1 percent on instruction and related services in 2004-05 resulting in an 85 percent recommended funding level. This charter school can address this problem in future funding determinations by increasing the school's total expenditures calculated for instruction and related services to 80 percent or more of total revenues.

Charter Number	CDS Code	Charter Name	2005-06	2006-07
#370	58-72751-6118806	Wheatland Charter Academy	85%	85%

ITEM # 18

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
New West Charter Middle School: Approve with Conditions a Material Revision to the Charter to Extend the Initial Approval Period by One Year (2006-07) to June 30, 2007	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve with the following conditions a material revision to the charter of the New West Charter Middle School (New West) to extend the initial approval period by one year (2006-07) to June 30, 2007, consistent with the five-year limit on an initial charter approval period, as specified in *Education Code* (*EC*) Section 47607(a)(1):

- On a continuing basis, New West shall implement all of the recommendations contained in the follow-up audit (Key recommendations are listed in table on page 2 of this item. All recommendations are reflected in Attachment 1 on pages 32, 33, 42, 45, 52, 63, and 64.)

- New West shall present an action plan to the CDE addressing all of the follow-up audit recommendations. Further, New West shall report to the CDE each month documenting its implementation of the audit's recommendations, until such time as New West's charter is renewed.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In December 2001, the SBE approved the New West charter for an initial period of three years (2002-03 through 2004-05). However, for a variety of reasons (principally related to facilities and special education), the school's opening was delayed to 2003-04. Therefore, in November 2004, the SBE extended the initial charter approval period by one year (2005-06) to June 30, 2006.

In January 2005, the CDE Audits and Investigations (A&I) Division completed a limited-scope review of New West that noted, among other things, weak internal controls and related-party transactions. New West's independent audit for 2003-04 found similar deficiencies.

In May 2005, the SBE directed that a "Notice to Cure" be sent to New West and that arrangements be made for a follow-up audit to the limited-scope review performed by

the CDE A&I Division. The follow-up audit was conducted under the auspices of the Fiscal Crisis and Management Assistance Team (FCMAT) and the Los Angeles County Office of Education (LACOE) by MGT of America, Inc.

SUMMARY OF KEY ISSUES

In December 2005, the follow-up audit was released, and a copy is included as Attachment 1. The audit findings present a picture that is at once heartening and troubling. For example, the audit found that New West has "shown signs of improvement" since the CDE A&I Division's review, but also found that school staff "do not consistently exercise proper internal controls." As for prior-year (2003-04) issues identified by the CDE A&I Division, the auditor was able to resolve many, but not all. The audit includes numerous recommendations to help ensure that past deficiencies do not recur. The following table presents the key recommendations.

To improve administrative and accounting internal controls:
• Consistently implement and monitor procedures requiring the use of purchase orders and requisitions for purchases, original invoices prior to making payments, and goods received reports with dual signatures.
• Promptly investigate and resolve all items not in compliance with fiscal procedures.
• Closely control and monitor the use of the school's debit card.
To improve cash position and cash management abilities:
• Strive to accumulate cash reserves of at least one full payroll and continue efforts to secure a revolving line of credit for contingencies.
• Establish and implement policies for cash-flow management and cash budgeting, including a cash-flow contingency plan.
To improve contracting practices, update the school's contracting procedures to:
• Require contract monitoring to ensure all parties fulfill the terms of contracts.
• Ensure that staff maintain documentation in the contract file evidencing the competitive bids obtained and the justification of need.
• Require all contract modifications to be made in writing.
• Prohibit initiation of services or continuance of a contract until the contract is properly executed, including prior governing council authorization.
To address the deficiencies identified in the A&I Division's review:
• Implement and adhere to all the recommendations in the A&I Division's memorandum.
• Prohibit payments for items that are (1) shipped to an address other than New West or (2) billed to an entity or individual other than New West or to personal credit cards without approval and proper receipts.
• Create a proper paper trail for all loans including (1) a loan agreement, (2) evidence of governing council approval, and (3) documentation showing approved loan repayment methods.

- Continue to seek evidence/justification or seek reimbursement for the unsupported expenditures identified in the audit.

SUMMARY OF KEY ISSUES (cont)

New West's students produced a solid record of academic achievement in 2003-04 (the school's first year of operation) and again in 2004-05. The following table displays key data, along with comparison figures for the Los Angeles Unified School District (LAUSD), the school district in which New West is situated.

	2003-04	2004-05
ACADEMIC PERFORMANCE INDEX		
2004 Ranking (Statewide / Similar Schools)	n/a	7 / 9
2004 Base	n/a	752
2005 Growth	n/a	783
Growth Target	n/a	2
Actual Growth	n/a	31
CALIFORNIA STANDARDS TESTS (Percent Proficient and Advanced)		
English/Language Arts (grades 6-8 combined)	45%	58%
LAUSD Comparison Figure	*21%*	*25%*
Mathematics (grades 6-7 combined)	37%	46%
LAUSD Comparison Figure	*21%*	*25%*
Algebra I (grade 8)	7%	20%
LAUSD Comparison Figure	*14%*	*11%*
History-Social Science (grade 8)	35%	40%
LAUSD Comparison Figure	*16%*	*17%*
STUDENT DEMOGRAPHICS		
African American	40%	39%
LAUSD Comparison Figure	*12%*	*12%*
Asian	4%	6%
LAUSD Comparison Figure	*4%*	*4%*
Hispanic or Latino	14%	18%
LAUSD Comparison Figure	*73%*	*73%*
White	36%	37%
LAUSD Comparison Figure	*9%*	*9%*
Economically Disadvantaged*	22%	35%
*LAUSD Comparison Figure**	*73%*	*77%*
English Learners	0%	<1%
LAUSD Comparison Figure	*44%*	*43%*
Students with Disabilities*	10%	9%
*LAUSD Comparison Figure**	*11%*	*11%*

* Based on students participating in the state assessment program.

SUMMARY OF KEY ISSUES (cont)

The situation confronting the SBE with respect to New West presents a unique and challenging combination of circumstances:

- The follow-up audit finds that progress has been made in correcting fiscal and organizational deficiencies, but it also expresses some continuing concerns and makes numerous recommendations.

- The school has performed quite well in the state assessment and accountability system.

The CDE believes that it would be appropriate to give New West an adequate opportunity to address the follow-up audit's recommendations while continuing to focus on student academic achievement. Accordingly, the CDE recommends that the SBE conditionally approve a material amendment to New West's charter that extends the initial charter approval period by one year (2006-07) to June 30, 2007. This action would be distinct from a renewal, and it would be consistent with *EC* Section 47607(a)(1), which specifies that an initial charter approval period may be up to five years at the discretion of the charter authorizer. The CDE recommends that approval of the material amendment (i.e., the one-year extension) be subject to the following conditions:

- On a continuing basis, New West shall implement all of the recommendations contained in the follow-up audit.

- New West shall present an action plan to the CDE addressing all of the follow-up audit recommendations. Further, New West shall report to the CDE each month documenting its implementation of the audit's recommendations, until such time as New West's charter is renewed.

If the SBE chooses to extend for one year the initial charter approval period for New West, the CDE anticipates conducting periodic site visits to the school (both announced and unannounced) to observe operations and review records.

Moreover, if the initial charter approval period is extended, New West will have the opportunity to present its charter for renewal to the LAUSD Board of Education, in accordance with *EC* Section 47605(k)(3), in the fall of 2006. If the request for renewal is denied by the LAUSD, there will be ample time for the Advisory Commission on Charter Schools and the SBE to consider New West's renewal request during the end of 2006 and beginning of 2007.

FISCAL ANALYSIS (AS APPROPRIATE)

Operation of New West, per se, has essentially no fiscal impact on the state as a whole. If affected students were not being served at New West, they would most likely be served at another public school. The CDE receives approximately one percent of New

West's general purpose and categorical program revenues for CDE's oversight activities.

ATTACHMENT(S)

Attachment 1: Report of the New West Charter Middle School Follow-Up Audit by MGT of America, Inc. (86 pages)

Attachment 2: Letter from New West requesting one-year extension of initial charter approval period (1 page)

December 2, 2005

Ms. Marta Reyes

Dear Marta:

Please regard this letter as a formal request by New West Charter Middle School for a one-year extension of the term of the school's charter now scheduled to end on June 30, 2006. If the extension is granted, the new ending date would be June 30, 2007. This extension would allow New West the full five-year charter term allowed by California's charter school law (i.e., July 1, 2002 – June 30, 2007). New West's Governance Council passed a motion at its November 29, 2005, meeting asking for this extension.

Since this is a material change to the school's charter, it must be approved by the State Board of Education (SBE). We ask you to have this matter put on the agenda of the SBE for its January 2006 meeting. We suggest that our request for an extension of the charter's term should be heard immediately after the SBE considers the results of the MGT audit that is now concluding. I and other New West representatives will be at the SBE meeting in January to address the board and answer their questions about both the extension and the audit. It is our understanding in preliminary discussions with you that your office would be supportive of our request for an extension to June 30, 2007.

New West is seeking an extension of the charter's term to end June 30, 2007, in order to have sufficient time before charter renewal to prove that the school can manage its financial affairs at the same high level as its already exemplary academic achievement. New West is proposing the development of an Implementation Plan in response to the MGT of Americas follow-up audit that will be released December 5, 2005. This plan will specify the actions New West must take to comply with the auditors recommendations for improving various aspects of the school's financial affairs. The plan calls for 60 day, 6 month, and 12 month follow-up reports to the CDE that assess the school's success in meeting the objectives of the Implementation Plan. The extension of the charter term to June 30, 2007, provides time to complete this Implementation Plan and present a charter renewal to the LAUSD or SBE that is without question in regard to fiscal policies and practices.

A secondary reason to request an extension to the charter term is so that the school can demonstrate stability in leadership. In my 10 months as Principal/Director, I have come to appreciate New West as a great school that has tremendous potential to be an exemplary model of charter school reform (including financial affairs). I am excited about my leadership role in fully developing the school into the dream the founders expressed in the charter. The one-year extension gives both me and the school time to show you how successful we can be.

Thank you for arranging to have our request for a one-year extension of the charter term put on the agenda of the January meeting of the SBE. As always, we thank you for your guidance and support.

Sincerely,

Dr. Sharon Weir.

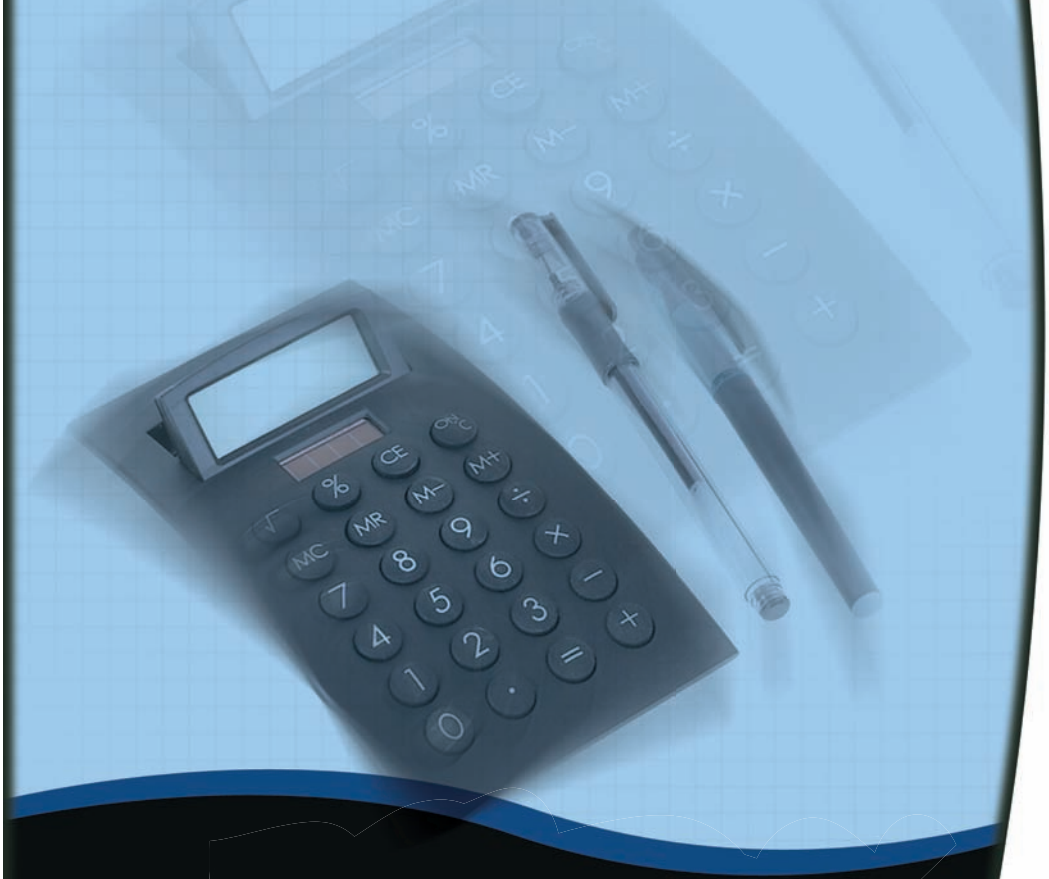
Fiscal & Crisis Management Assistance Team

MGT OF AMERICA, INC.

Extraordinary Audit

of the

New West Charter Middle School



Commissioned by the Superintendent of Public Instruction in Cooperation with the Superintendent of the Los Angeles County Office of Education

December 5, 2005

Administrative Agent
Larry E. Reider
Office of Kern County
Superintendent of Schools

Chief Executive Officer
Thomas E. Henry

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EXECUTIVE SUMMARY

As a result of a March 2005 audit memorandum from the Audits and Investigations Division (A&I) of the California Department of Education (Department), the State Superintendent of Public Instruction, the State Board of Education, and the Los Angeles County Superintendent of Schools requested that the Fiscal Crisis and Management Assistance Team (FCMAT) conduct a follow-up audit of New West Charter Middle School's (New West) progress in implementing A&I's recommendations[1] and to follow-up on unresolved issues from the A&I review. MGT of America, Inc. (audit team) contracted with FCMAT to conduct the audit. Overall, the audit team found that New West has implemented numerous new policies and procedures to improve its internal controls; however, they have not been consistently implemented. The school appears to be fiscally viable with an improving fiscal outlook, but is not well prepared for any financial setbacks because of its limited cash reserves. Additionally, the audit team was able to resolve many of the unresolved issues from the A&I audit; however, some issues remain unsettled. Even though the audit team did not find evidence of improprieties, unresolved issues related to missing equipment and unsubstantiated expenditures remain. Until New West consistently implements adequate administrative internal controls, it cannot ensure it is adequately protecting its assets or giving itself the best opportunity to succeed.

New West, located in Los Angeles, California, began operations in September 2003. As of November 2005, New West has a student average daily attendance of approximately 285 students in grades 6 through 8. The goal of New West is to produce competent, independent, self-reliant students by creating a learning environment that promotes academic excellence and strong character. New West is open to all students who seek a rigorous core curriculum that provides a strong foundation in reading, language arts, mathematics, science, history, and social science.

New West Developed New Fiscal and Administrative Procedures But Has Not Consistently Implemented Them

Although New West has shown signs of improvement since the A&I audit, the audit team found that it does not consistently exercise proper internal controls. Specifically, the school fails to consistently obtain approval prior to making all purchases, document invoices and receipts, and prepare receipt of goods documentation. Further, New West does not consistently obtain two signatures on checks of $1,000 or more as recommended by A&I and required by the school's own policies. Although improvement is evident, New West also does not consistently adhere to its policy for depositing checks in a timely manner. The audit team did find that New West implemented adequate control procedures for its fixed assets. Specifically, New West updates its fixed-asset spreadsheets and general ledger in a timely manner, includes detailed information about the assets, and tags each asset with a unique identification number. As a result of implementing these new procedures, New West found 10 fixed-asset items that were missing. They were unable to account for three of these items.

In reviewing New West's fiscal viability, the audit team found that New West's historical and projected cash flows appear to provide only a limited reserve for contingencies. Additionally, New West does not have written policies for cash-flow management and budgeting, cash-flow contingency plans, or adopted cash reserve goals, which would help mitigate cash flow issues. Although New West's operating activities appear to be providing an adequate cash flow to support needed renovations to the school, the costs of renovations leave the school with minimal contingency funds. Moreover, the school's net asset reserve fell below the state's recommended reserve level in fiscal year (FY) 2004-05, but shows signs of improving in FY 2005-06. Given that the student enrollment increases are consistent with projections thus far in FY 2005-06 and that New West is making concerted efforts to contain and reduce expenses, it is reasonable to project that the school will realize a larger reserve in FY 2005-06 than in FY 2004-05. Indications are that the FY 2005-06 reserve will exceed the recommended five percent threshold. Finally, although New West appears fiscally viable at this time, it needs to closely monitor its cash flows, improve its cash management practices, and monitor contract and expenditure authorizations.

New West recently developed new contracting procedures; however, the school could improve these procedures by adding processes to require monitoring of contracts, documenting competitive bids obtained, and documenting the need for the product or service obtained. Moreover, New West did not follow its procedures or sound internal controls in two of the eight contracts reviewed. Well-designed contracts and contracting procedures help minimize the risk of experiencing misunderstandings and disputes over contract terms, which can sometimes result in costly losses or litigation.

New West improved its governing procedures and processes following the A&I audit. Specifically, the process used to tally the vote for a November 2005 governing board election was in accordance with New West's election procedures and adequate to ensure a fair and impartial election. Moreover, New West readopted its conflict-of-interest code and obtained conflict-of-interest disclosures from all relevant personnel.

Many Prior Audit Questions Related to FY 2003-04 Resolved—Some Questions Remain

As part of the audit, the audit team followed up on unresolved issues from the A&I review, verified prior review observations, and assessed prior observations. The team then identified areas of concern or misconduct, quantified any irregularities, and made recommendations for improvement.

The audit team reviewed some questionable purchases identified by the A&I auditors. Specifically, A&I identified some FY 2003-04 purchases that were:

- Sent to locations other than the school.
- Billed to entities/individuals other than the school.

- Supported by invoices that were questionable in appearance.
- Paid for using personal credit cards with no other supporting documentation.
- Not consistently supported with invoices or receipts.

For example, the audit team reviewed a $45,981 computer purchase made by a New West founder (who was also the council president at the time) on his personal credit card. The audit team accounted for 44 of the 48 computers purchased. Of the missing four, a homeless person stole one, and another was never returned by a teacher who left the school. The school cannot account for the other two computers from this purchase because it did not maintain inventory records. Moreover, the audit team followed up on the invoices that were incomplete or questionable in appearance by researching the vendors on the Internet and/or with the Secretary of State's Office. The audit team also verified, where applicable, the existence of purchased assets by vouching the assets to the fixed-assets or textbooks register and physically viewing some of the assets, reviewing receipts and invoices, and verifying the purchases with the vendor. However, as discussed further on the next page, New West could not support some FY 2003-04 payments totaling more than $9,000 with receipts or invoices and was unable to identify the nature of some purchases. Nevertheless, the audit team found that all the vendors existed. Although the audit team did not find evidence of improprieties, it is clear that New West's procedures and controls over fixed assets and expenditures were inadequate at the time of the A&I audit.

The audit team reviewed the propriety of four questionable loans obtained by New West during FY 2003-04. Although the loan administration was sometimes poor, the audit team found no evidence of impropriety. Specifically, The Eagles Peak Charter School (EPCS) provided New West with a cash flow loan of $50,000 in July 2004. Although the audit team found no evidence of improper relationships and found that both entities properly authorized and approved the loan, New West did not obtain formal approval from EPCS for two repayment extensions before missing the repayment deadlines. Moreover, in February 2004, New West's business services manager, Delta Managed Solutions (Delta), wired $2,000 to the school's account to cover an unexpected cash shortfall. The entities did not execute a loan agreement, and New West did not gain approval for the transaction from its governing council. Although this transaction raised concerns, the audit team found no evidence of improper relationships, and New West repaid the loan in full within three weeks. Further, in July 2003, New West signed a promissory note for an interest-free, short-term loan from a school parent. However, the parent issued a $100,000 check to New West drawn in her company's name. When New West repaid the loan, it issued a check payable to the parent as specified in the promissory note, not the company, causing A&I to question the propriety of this transaction. The audit team found no evidence of an improper relationship, and found that the parent deposited New West's repayment of the loan into her company's account. Finally, in April 2002, New West obtained a line of credit (loan) from one of its founders to help pay for its start-up costs. The New West governance council could not approve the loan because it had not yet been formed. Further questions arose when the school made loan payments directly to the founder's lending institutions. Although the school did not exercise

sound controls in this transaction, the audit team did not find any evidence of improprieties. New West has since refinanced this loan with a traditional lending institution.

The audit team reviewed the propriety of 20 checks from FY 2003-04 totaling $10,742.52 (identified in the A&I review), which New West staff members either wrote to "cash" or paid to themselves. New West was able to provide support for $9,296.44 (87 percent) of the questionable checks, but could not provide support for $1,446.08 (13 percent). Because of the lack of evidence for some items, the audit team could not determine whether any improprieties occurred.

As discussed in *Chapter 2,* New West has since implemented a Fiscal Procedures Manual that establishes procedures and safeguards for issuing checks. Although the manual does not specifically prohibit writing checks to "cash" or "bearer," the audit team did not find any such checks during its review of the school's general ledgers for FY 2004-05 and FY 2005-06.

The audit team was asked to follow up on missing receipts for 16 invoices totaling $32,841.89 identified during A&I's audit of New West's FY 2003-04 transactions. In all, New West provided the audit team with full support for 10 of the 16 items, and partial support for two. In conclusion, the audit team was able to verify the validity of $23,547.16 of the expenditures identified by A&I, but could not evaluate the remaining $9,294.73 (28 percent) for reasonableness or propriety due to the lack of receipts or invoices. It is clear that New West neither had nor followed good accounting controls at the time of these transactions.

The audit team was also asked to review debit card transactions, follow up on charges that were questionable in appearance, and review (for adequacy) the safeguarding of New West debit and credit cards. The audit team found no significant irregularities in the debit card purchases, and the school now has only one debit card issued in the name of both the school and the principal. This card is locked in a file cabinet when not in use. An employee also reimbursed the school for an improper debit card transaction identified in the A&I review.

The audit team was asked to determine whether New West developed and implemented procedures to distinguish invoices as "paid" upon the issuance of checks. The audit team found that only 50 percent of the FY 2004-05 invoices and all of the FY 2005-06 invoices tested were marked as "paid." New West should continue its efforts to implement the practice of distinguishing invoices as "paid" to minimize the risk of making unnecessary duplicate payments.

In following up on some questionable construction contracts and related-party transactions, the audit team did not find evidence of improper relationships, violations of laws, or improper personal benefits.

KEY RECOMMENDATIONS

The following highlights some of the key recommendations from this report. Please refer to the end of each chapter for a complete list of recommendations.

To improve its administrative and accounting internal controls, New West should:

- Consistently implement and monitor its procedures requiring the use of purchase orders and requisitions for purchases, original invoices prior to making payments, and goods received reports with dual signatures.
- Promptly investigate and resolve all items not in compliance with its fiscal procedures.
- Closely control and monitor the use of its debit card.
- Implement a policy for receiving goods during school closures to ensure delivery of all school purchases to the school.
- Revise its policy requiring dual signatures on checks greater than $1,000 to require dual signatures on all checks.
- Maintain a log of cash and checks received and deposit all cash and checks within seven days of receipt.

To improve its cash position and cash management abilities, New West should:

- Strive to accumulate cash reserves of at least one full payroll and continue its efforts to secure a revolving line of credit for contingencies.
- Establish and implement policies for cash-flow management and cash budgeting, including a cash-flow contingency plan.

To improve its contracting practices, New West should update its contracting procedures to require:

- Contract monitoring to ensure all parties fulfill the terms of contracts.
- Staff to maintain documentation in the contract file evidencing the competitive bids obtained and the justification of need.
- Staff to make all contract modifications in writing and prohibit initiation of services or continuance of a contract until the contract is properly executed, including prior governing council authorization.

The audit team provides the following recommendations to address the deficiencies identified in the A&I audit and in the follow-up of the A&I audit work for FY 2003-04.

To further improve its administration and accounting internal controls, New West should:

- Implement and adhere to all the recommendations in the A&I audit memorandum.
- Prohibit payments for items shipped to an address other than New West, billed to an entity or individual other than New West, or to personal credit cards without approval and proper receipts.
- Create a proper paper trail for all loans including a loan agreement, evidence of governing council approval, and documentation showing approved loan repayment methods.
- Prohibit the writing of checks to "cash" or "bearer."
- Require staff to distinguish all paid invoices as "paid."

Finally, New West should continue to seek evidence/justification or seek reimbursement for the unsupported expenditures identified in this report.

CHAPTER 1: BACKGROUND

Charter Schools in California

California Education Code Section 47601, also known as the *Charter Schools Act of 1992* (Act), was enacted ". . . to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure." According to this Act, the legislative intent of this law was to:

- Improve pupil learning.
- Increase learning opportunities for all pupils, especially those identified as low academic achievers.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available.
- Hold the schools accountable for meeting measurable pupil outcomes, and change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Charter schools are a part of the public school system and may provide instruction in grades kindergarten through 12. Charter schools differ from traditional public schools in that they are exempt from many state laws relating to specific education programs. Because of these exemptions, charter schools have greater fiscal and programmatic flexibility than traditional public schools. A charter school is usually created or organized by a group of teachers, parents, and community leaders or a community-based organization; and is usually authorized by an existing local public school board or county board of education. An agreement (or "charter") between the authorizing board and charter organizers detail the specific goals and operating procedures for the charter school. Under California law the local school district governing board serves as the primary chartering authority in most cases. County school boards and the State Board of Education (State Board) may also authorize charters under certain circumstances.

Overview of New West Charter School

In May 2000, a group of West Los Angeles parents and community members commenced efforts to create a new charter middle school. New West Charter Middle School (New West) incorporated as a public nonprofit educational entity in November 2000. After denial of its charter by the Los Angeles Unified School District, New West received a charter from the State Board on December 5, 2001. The State Board granted the original charter for the period of July 1, 2002 to June 30, 2005, but after delays in opening the school, extended the period to June 30, 2006.

New West began operations on September 8, 2003, enrolling approximately 275 students in grades six through eight. New West is located in West Los Angeles in a two-storied structure that formerly served as a furniture auction warehouse. The school site has approximately 10,000 square feet of space on the lower level and approximately 5,000 square feet of space on the upper level. In 2003, New West contracted to have the building renovated to accommodate 11 classrooms, administrative offices, library space, an art area, student and adult restrooms, conference rooms, and faculty and parent work areas. The initial renovation also included installation of wheelchair ramps and a lift, making the building fully compliant with the Americans with Disabilities Act. New West further renovated to add a 12th classroom in 2004 and updated its library, added a 13th classroom, and a media center in 2005.

The goal of New West is to provide an academically rigorous, highly individualized education for 21st Century students. New West strives to produce competent, independent, self-reliant students by creating a learning environment that promotes academic excellence and strong character. New West is open to all students in grades six through eight who seek a rigorous core curriculum that provides a strong foundation in reading, language arts, mathematics, science, history, and social science.

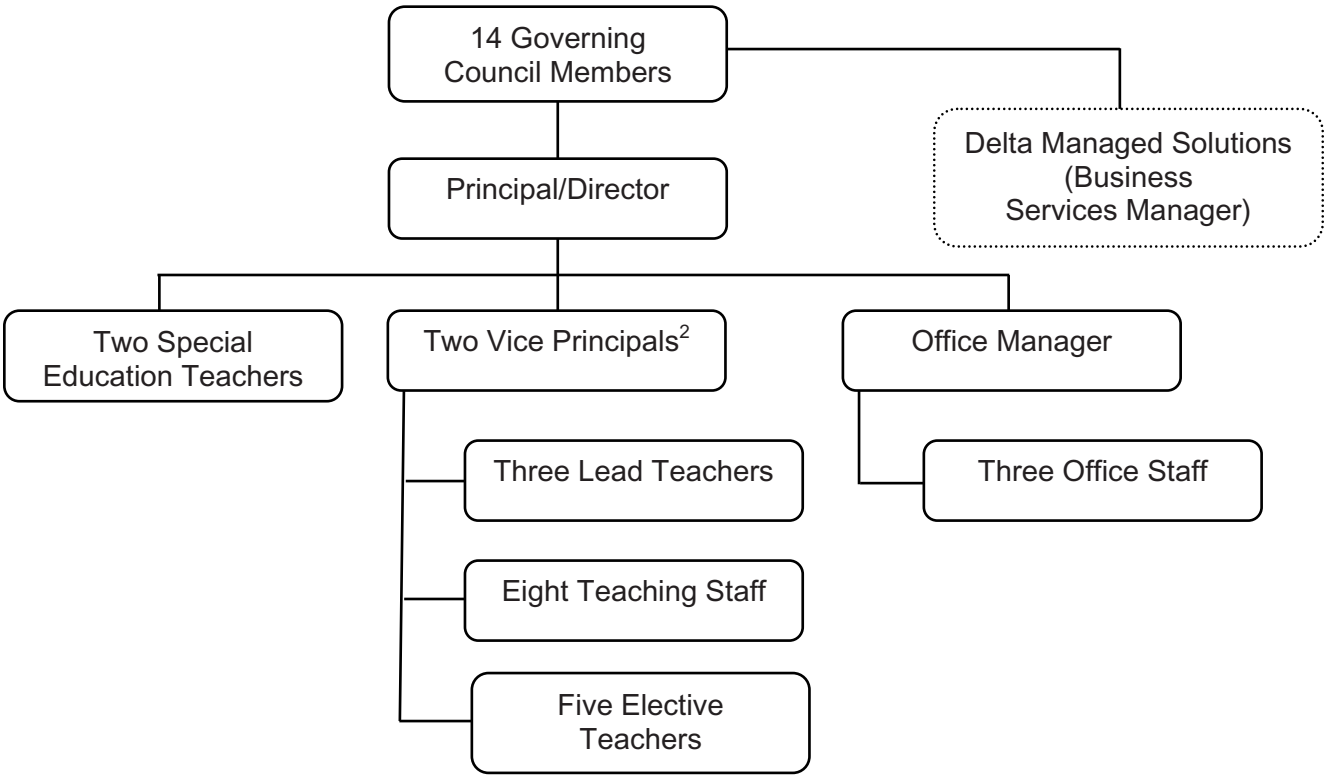
New West Staffing and Organization

The number and types of staff employed at New West varies depending on the level of funding and the number of students enrolled. The chart depicted in Exhibit 1a (please see the following page) shows the current organizational structure of New West.

In 2003, New West's principal/director (principal) worked with founding parents to hire teachers and other staff to prepare for the opening of the school. During 2004, the school experienced some instability in its leadership. The original principal resigned in May 2004. A second principal was hired after a two-month vacancy, but resigned after 3 1/2 months due to health reasons. The school contracted with an interim principal until it could hire a permanent principal in January 2005. As of this November report date, the permanent principal continues in this role.

The school's support staff includes the office manager and three office assistants. The office manager is responsible for a variety of functions including providing support to the principal, handling the admissions process, cash collections, and purchasing. The office staff members assist the office manager and are responsible for maintaining the school's attendance system. New West's teaching staff consists of two special education teachers, three lead teachers, and nine regular education teachers.[2]

Exhibit 1a
New West's Organizational Structure and Filled Positions
As of November 13, 2005



Source: Delta Managed Solutions.

New West outsources its student attendance accounting, human resources, purchasing system, and fiscal services functions to a company called Delta Managed Solutions (Delta), a Sacramento-based firm. The school initially contracted with Delta in July 2003. According to the contract with Delta, its responsibilities include, among other functions, maintaining the school's general ledger system, processing payroll, reconciling general ledger and bank accounts, and maintaining the school's purchasing system. New West's principal informed the audit team that the school plans to bring the financial functions in-house by hiring a full-time chief financial officer. As a result, the current contract with Delta is on a month-to-month basis.

Limited Scope Review

Because of specific complaints and questionable transactions that came to the attention of the California Department of Education (Department) and the State Board, the Charter Schools Division of the Department requested a special investigative audit of New West. Specifically, the Department's Audits and Investigations (A&I) Division began a limited

scope review of New West in December 2004. The audit period selected for review was July 2003 through June 2004. The A&I audit memorandum, issued in March 2005, contained findings and observations related to the following four primary areas: Internal Controls, Expenditures, Related-Party Transactions, and Other. Appendix A contains a complete summary of the A&I audit findings for fiscal year 2003-04.

In response to the A&I audit findings, the State Board issued a "Notice to Cure" to New West. In its notice to New West, the State Board requested that New West address the issues reported in the A&I audit as well as some findings from New West's 2003-04 external financial audit.[3] The State Board wrote that these audits ". . . contain findings and conclusions that are of substantial concern to the State Board and must be addressed immediately." The State Board's notice further stated that the directive constituted ". . . a formal Notice to Cure or Face Revocation under Education Code Section 47607(c)." This section of California's Education Code states that the granting authority may revoke a charter if it finds the charter has done any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in its charter.
- Failed to meet or pursue any of the pupil outcomes identified in its charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

The State Board's Notice to Cure contained 13 items requesting documentation from New West as detailed in Appendix B. New West provided a response to the State Board by the July 1, 2005 deadline.

Scope and Methodology

As a result of concerns from the State Superintendent of Public Instruction (State Superintendent), the State Board, and the Los Angeles County Superintendent of Schools (County Superintendent), the State Superintendent and County Superintendent made a joint request for the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a follow-up audit of New West's progress in implementing the A&I's nine recommendations and to assess the fiscal and administrative condition of the charter school. In July 2005, FCMAT contracted with MGT of America, Inc., as the audit team to conduct this follow-up audit.

The audit team pursued a number of approaches to obtain the information necessary to accomplish the objectives of this audit. To develop an in-depth understanding of the issues and potential outcomes pertaining to each of the work plan tasks, the audit team interviewed New West employees, council members, and Delta employees.

The audit team developed specific audit procedures to address each of the observations outlined in the A&I audit. For each task, the audit team evaluated whether New West had implemented corrective actions including the implementation of policies and procedures. The audit team performed various tests and analyses to identify areas of continued weaknesses and to assess the degree to which New West improved its internal controls. As part of this audit, the audit team conducted an extensive document review of New West's contract and vendor files, financial statements, accounting records, and governing council records.

As part of the audit, the audit team also reviewed the work-paper documents prepared by the A&I auditors. The audit team reviewed relevant laws and regulations and interviewed A&I staff and Charter School Division staff. In addition, the audit team interviewed Delta staff to obtain an understanding of the accounting processes, procedures put in place, and to obtain background information about why some of the irregularities occurred and what actions New West took to prevent those irregularities in the future.

The audit team conducted the audit in accordance with generally accepted government auditing standards promulgated by the Comptroller General of the United States. These standards pertain to the auditor's professional qualifications, the quality of the audit effort, and the characteristics of professional and meaningful audit reports. Specifically, the audit followed the general standards pertaining to qualifications, independence, and due professional care. The audit team also followed the standards pertaining to conducting the audit fieldwork and preparing the audit report. By following these standards, the audit team ensured the independence and objectivity of the audit team, the analysis, and the resulting findings and recommendations offered in this report.

Audit Team

For FCMAT
Thomas E. Henry, Chief Executive Officer
Roberta Mayor, Ed.D., Chief Management Analyst
Marshall H. Wiley, CPA, Chief Administrative Officer
Leonel Martinez, Public Information Specialist

For MGT of America
Fred S.C. Forrer, CEO
Karin Bloomer, Western Region Director
Tyler Covey, CPA, CMA, Senior Consultant
Suzanne Bradford, CPA, Senior Consultant

CHAPTER 2: SAFEGUARDING OF ASSETS

Controls over Disbursements

Sound internal controls over purchasing and payment processes generally necessitate the following:

- Evidence of prior purchase authorization in the form of either a purchase order or a signed contract or lease.
- Separation of duties. The same individual should not perform the following functions: approve purchase requisitions, receive merchandise, approve invoices for payment, record transactions in the books, or review and reconcile monthly account statements.
- Evidence of inspection validating that items received were in good condition and in the correct quantities.
- An original invoice.

By requiring purchase approval prior to expending funds, organizations are better able to control their finances, ensure they do not exceed budgets, and prevent unauthorized purchases. It is also critical that organizations only make payment from original invoices. The risk of incurring errors or irregularities increases when organizations make disbursements without an invoice or from a photocopy of an invoice. Segregation of duties is an internal control designed to prevent or decrease the occurrence of inadvertent errors or intentional fraud. Accomplishing this requires that no single individual has control over all phases of a transaction. Finally, verification of item receipt without damage and in the correct quantities helps to ensure the validity of payments.

Summary of A&I Audit Findings for Fiscal Year 2003-04

(Observations 1, 4, and 8)

New West Disbursement Functions Had Significant Control Weaknesses

The A&I auditors conducted a limited scope review of New West's internal controls to assess the adequacy of its fiscal management and compliance with its charter. This review identified several weaknesses in the school's disbursement functions that fall into one of the following categories:

Lack of Separation of Duties. The A&I auditors found that New West's office manager had the ability to purchase goods and services, receive goods and services, generate checks, and sign checks. The auditors also found that the council's chair had similar access to the school's funds and made several unrestricted purchases that New West subsequently reimbursed without question.

Failure to Follow Fiscal Guidelines. A&I auditors reported that New West's council approved guidelines for its bank accounts in July 2004 specifying that ". . . any check above $2,500 requires a signature from two of the following people – the council chair, the council vice chair, the chief financial officer, the finance manager, and the executive director." In spite of this check-signing requirement, the auditors found that New West staff did not consistently follow the dual signature procedure.

Lack of Supporting Documentation and Audit Trail. The A&I auditors found that "Documentation maintained by New West as support for their expenditures does not provide an adequate audit trail to ensure that … costs are related and necessary to the school." Examples of inadequate documentation cited in the audit include:

- Expenditures paid based on credit card statements without original invoices.
- Payment of invoices billed to entities other than New West.
- Payments made without an original invoice.

Duplicate Payments made and Items Shipped to Addresses other than the School's Address. The A&I auditors noted that because New West made payments without original receipts, they found instances of duplicate payments. In addition, some invoices tested had addresses other than the school's address.

The A&I auditors reported that these weaknesses resulted in the school making duplicate payments and being unable to justify the reasonableness and necessity of its expenditures.

Status of New West's Corrective Action as Determined by the Audit Team

New West Has Developed Policies for Procurement and Disbursement, but is Not Consistently Following Them

New West continues to be deficient in maintaining adequate internal controls over its expenditures. Specifically, it still fails to gain proper approval prior to making all purchases, document invoices, and prepare receipt of goods documentation. Without proper controls and documentation, New West cannot ensure its purchases are valid or necessary and exposes itself to a greater potential for fraud or misappropriation.

New West's Fiscal Procedures Manual, revised and updated as a result of the A&I audit, now requires documented evidence to ensure prior authorization for purchases that do not require a contract. New West's Fiscal Procedures Manual states, in part, "A Purchase Requisition Form or other documented evidence of principal approval must be obtained *prior* to purchase— reimbursements will not be acceptable unless specifically exempted by the principal or board from this reimbursement policy." The manual further restricts purchasing authority by setting spending limits on amounts that the executive director

can authorize without council approval. Specifically, the manual states: "The primary person responsible for approving all purchases is the principal. For certain purchases exceeding $5,000, board approval is also required . . ." The manual also requires that when the school receives goods: "at least two staff members must be present to ensure that the items received match the packing slip—both members should sign the packing slip if all delivered items are accounted for."

To test New West's adherence to its purchasing and payment procedures, the audit team reviewed a sample of 49 invoices dated between July 2004 and June 2005 and an additional 16 invoices dated between July 2005 and September 2005. Please see Exhibit 2a for a summary of testing results. As the exhibit shows, 92 percent of the FY 2004-05 documents and 44 percent of the FY 2005-06 documents contained exceptions. Specifically, expenditures lacking prior approval ranged from 67 percent in FY 2004-05 to 13 percent for the three-month period in FY 2005-06. Twenty-five percent of expenditures in FY 2004-05 and six percent of expenditures in FY 2005-06 lacked adequate documentation. New West showed little improvement in following its procedure that requires staff to document the receipt of goods. Specifically, 12 of the 17 transactions for goods (71 percent) in FY 2004-05 and four of the six FY 2005-06 transactions for goods (67 percent) did not have adequate receiving documentation. The two FY 2005-06 items tested that had a receiving report contained dual signatures as required. Although New West shows improvement in each area since it implemented its new procedures in April 2005, the results indicate that staff are not consistently following New West's procedures.

Exhibit 2a
Summary of Findings from Testing of New West's Procurement/Disbursement Practices

Exception	2004-05 Sample Period[a]		2005-06 Sample Period[b]	
	Number of Expenditures	Percent	Number of Expenditures	Percent
Contained one or more exceptions	45	92	7	44
No authorization prior to purchase	33	67	2	13
No supporting invoice	12	25	1	6
Receipt of goods not documented	12[c]	71[c]	4[d]	67[d]
Payment not made within 30 days of invoice date	6	12	0	0

Notes: *(a) Sample size = 49 documents.*

(b) Sample size = 16 documents.

c) Only 17 of the 49 documents were for the receipt of goods.

d) Only 6 of the 16 documents were for the receipt of goods.

Moreover, the audit team scanned the school's general ledger detail for unusual activity and identified several items with notations such as "missing receipts" or "missing requisition." Exhibit 2b summarizes the results of this general ledger review.

Exhibit 2b
Payment Irregularities Noted in New West's General Ledger
As of June 30, 2005

Date	Expense	Account	Payment Type	General Ledger Notation
2/14/2005	$51.96	Other supplies/office	Debit card	Needs to be categorized
4/8/2005	1,484.47	Instructional materials	Debit card	Missing requisition/receipt
4/12/2005	99.32	Temporary adjustment account	Check	Requisition/receipt missing
4/12/2005	7.90	Temporary adjustment account	Check	Requisition/receipt missing
4/12/2005	197.10	Temporary adjustment account	Check	Requisition/receipt missing
4/13/2005	25.00	Temporary adjustment account	Check	Requisition/receipt missing
4/13/2005	25.00	Temporary adjustment account	Check	Requisition/receipt missing
4/18/2005	42.02	Other supplies/office	Debit card	Missing requisition/receipt
4/18/2005	62.44	Other supplies/office	Debit card	Missing requisition/receipt
4/21/2005	162.31	Other supplies/office	Debit card	Missing requisition/receipt
4/28/2005	25.00	Temporary adjustment account	Check	Requisition/receipt missing
5/11/2005	10.00	Temporary adjustment account	Check	Requisition/receipt missing
5/12/2005	16.51	Travel and conferences	Debit card	Missing requisition/receipt
5/17/2005	458.82	Other supplies/office	Debit card	Missing actual receipts—cannot determine exact amounts
6/1/2005	478.12	Other supplies/office	Check – reimburse-ment	Missing requisition/receipt
6/6/2005	264.70	Lunch program	Check	Missing receipt
6/30/2005	460.00	Silent auction	Check	Missing requisition
6/30/2005	128.56	Other supplies/office	Debit card	Missing requisition/receipt
Total	**$3,999.23**			

It is important to note that of the 18 transactions listed in Exhibit 2b, eight transactions were made with debit cards,[4] indicating a weakness in New West's internal controls related to the use of the debit card. This issue is discussed further in the next section. Delta's financial officer explained to the audit team that when transactions occur (at the school site) for which documentation is lacking, Delta records the transaction in the books, and then it requests documentation from the school. After the audit team pointed these items out to New West, the school was able to provide receipts and invoices for all but four of these items. However, the fact that four items still lack adequate documentation and that New West did not follow up on most of these items for more than six months raises concerns about the monitoring and controls in place over expenditures. In addition, failure to have an approved requisition or making a payment without an original invoice is against New West policy and generally accepted accounting practices, and could lead to unauthorized transactions or misappropriation of funds.

Because the A&I audit uncovered duplicate payments and questioned the validity of items shipped to locations other than the school, the audit team tested a sample of FY 2004-05 and FY 2005-06 transactions to determine whether New West had addressed these concerns. Although the audit team did not find any instances of duplicate payments made by New West in the sample, the audit team did find one purchase made from an online bookseller for $463.57 that contained a "ship to" address that did not match the school's address. Delta's financial officer explained that New West made this purchase just before the winter break school closure. The teacher responsible for ordering the books had the books delivered to her home address so the books would be ready for use when the school reopened. Although the audit team was able to verify the invoice and the existence of the books, having items shipped to locations other than the school increases the possibility for embezzlement or invalid transactions.

The audit team also reviewed the transactions in the sample to ensure that all invoices named New West as the invoicee. The test found no instances in which New West made payments for items billed to other entities.

Moreover, the audit team found several transactions recorded to an account called "As-Yet Uncategorized." Delta's financial officer explained that Delta uses this account to temporarily record items (purchased at the school site) lacking sufficient detail and that these items are later reviewed and reclassified to the correct account. Exhibit 2c (please see following page) shows the detail of this activity.

Exhibit 2c
Detail of New West's Uncategorized Accounting Activity
As of June 30, 2004

Date	Amount	
	Revenues	Expenditures
12/16/04	$1,397.13[a]	
12/20/04	559.24[a]	
1/3/05	2,604.59[a]	
1/4/05	12.00[a]	
1/13/05		330.91
1/21/05		100.00
6/7/05		28.50
6/15/05		45.00
Totals	**$4,572.96**	**$504.41**

[a] According to Delta's financial officer, New West could not identify which fundraising activity to attribute the revenue to.

Together, these uncategorized entries represent $5,077 ($4,573 in revenues and $504 in expenditures) in school transactions that New West had not properly accounted for as of July 26, 2005, the date of the detailed general ledger the audit team reviewed. Delta recorded more than one-half of these unresolved transactions more than five months earlier. Delta has stated that it properly reclassified these items in New West's general ledger when it closed the books in September 2005. However, failure to properly investigate and trace unidentified activity in a timely manner not only results in erroneous financial records, but also makes correction more difficult as time passes.

New West Does Not Consistently Follow Its Procedure Requiring Dual Signatures on Checks for More Than $1,000

Although New West's procedures now require two signatures on any check of $1,000 or more, the audit team found that New West does not consistently follow this procedure. This is an important control designed to reduce the possibility of embezzlement or misappropriation of large amounts of funds.

New West's April 2005 fiscal procedures state: "For payments exceeding $1,000, a second signature is required. The second signatory should be the office manager or a designated alternate when the office manager is not available." To test whether New West follows this procedure, the audit team examined all checks of more than $1,000 that cleared the school's bank account for the months of May through August 2005. Although the effective date of the procedure was in April 2005, none of the 26 May checks the audit team

reviewed contained a dual signature. Of the 21 checks greater than $1,000 and clearing New West's bank account in June, 15 (71 percent) contained dual signatures. All 13 of the July checks, but 19 of 23 August checks (83 percent) that were greater than $1,000 contained the required dual signatures. The principal told the audit team that even though all checks go to the office manager for review, this step is sometimes overlooked because of distractions in the office. Additionally, during the principal's vacation in August, a council member who is authorized to sign checks in the principal's absence failed to obtain dual signatures for three of the four checks that were written for more than $1,000. The principal wrote the fourth check, but wrote it while away from the school site and therefore was unable to obtain a second signature. To ensure that New West does not overlook the dual signature requirement in the future, the principal told the audit team that she now flags each check needing the office manager's signature. However, until the charter school follows its own procedures, New West is not adequately safeguarding itself against improprieties.

Controls Over Cash

Sound internal controls are particularly important in collecting, safeguarding, and recording cash and checks. Sound internal controls over the cash receipt function include the following:

- Written policies and procedures covering the cash receipting process.
- Segregation of duties.
- Management monitoring.
- Qualified and properly trained staff.
- Timely deposits.

Organizations should clearly define and document procedures for collecting, recording, authorizing, depositing, and reporting cash transactions and should indicate who is responsible for performing duties, and when and how to perform the duties. As discussed earlier, dividing key duties and responsibilities among different staff members, —including segregating the responsibilities for authorizing transactions, processing and recording transactions, and reviewing transactions—is important for any organization.

Small organizations such as New West have difficulty in segregating duties because of the limited number of individuals available to perform tasks. The lack of personnel necessitates the implementation of additional controls such as conducting surprise cash counts on a periodic basis, utilizing a cash receipts register, and investigating deposit variances at least monthly. Having properly trained staff is another important part of sound internal controls. Training employees to know and address what their responsibilities are, and who should approve their work, helps ensure that staff members perform tasks properly, and minimizes the chance for errors or irregularities. Making timely deposits helps reduce the chance of significant losses by preventing the accumulation of large amounts of cash.

Summary of A&I Audit Findings for Fiscal Year 2003-04
(Observations 1, 3, and 7)

New West Had Several Weaknesses in Controls Over Cash

The A&I audit contained several findings regarding the school's controls over cash. These findings include:

Lack of Separation of Duties. The A&I auditors noted that New West's office manager was responsible for receiving cash, preparing cash deposits, and transporting the deposits to the bank with little or no management monitoring. In addition, the auditors had concerns about the New West council chair having unmonitored check-signing authority.

Debit Cards Not Adequately Safeguarded. Although New West's debit cards were supposed to be secured at the school when not in use, the A&I auditors found that both the school's principal and office manager carried their cards with them at all times. Moreover, use of the cards did not require any advance authorization. As a result, one person made inappropriate purchases at Disneyland.

Other Control Weaknesses. The auditors also reported that New West used four checking accounts and two savings accounts. While the auditors considered the number of bank accounts acceptable, the lack of control over the accounts raised concerns. Specifically, their audit testing found 15 checks that individuals wrote to themselves for expense reimbursements. The auditors also found that parent volunteers, having sole access to the fundraising checking account, wrote five checks that were payable to "cash."

Status of New West's Corrective Action as Determined by the Audit Team

New West Updated Its Fiscal Procedures Manual and Conducted Training for Staff

As a result of the A&I audit, New West updated its Fiscal Procedures Manual to comply with the A&I audit recommendations and then conducted training for all staff to ensure they understood the new policies. New West first implemented written guidelines for its cash receipts processes in April 2005 and then updated the guidelines in July 2005. The Fiscal Procedures Manual requires, among other things, that all transactions involving deposit of cash and checks are witnessed by two people (dual review), that all receipts are kept in a lockbox, and that staff make all deposits within seven days of collecting fundraising cash or checks from volunteer events. The audit team reviewed New West's new Fiscal Procedures Manual and found that it was clear, and contained adequate procedures for ensuring sound internal controls when followed.

Moreover, all central office staff attended training for these procedures in April 2005 and refresher training in July 2005. During audit team interviews, the office manager and staff exhibited familiarity with the policies and indicated that they understood the procedures as well as the importance of having an adequate separation of duties.

New West is More Timely in Making Deposits, but Does Not Consistently Make Deposits Within Seven Days as Its Procedures Require

New West receives cash and checks for a variety of purposes including student payments for items such as physical education uniforms, field trips, lunch, and special events. The school holds many fundraisers for which parent volunteers collect cash and checks that they submit to the school's office manager for deposit. In addition, the school receives miscellaneous cash receipts for reimbursements and donations. The office manager is the primary person responsible for ensuring that New West properly documents cash and checks and securely stores and deposits the items. In response to the A&I audit, New West developed procedures to improve its controls over receiving and depositing cash and checks. Among other requirements, the procedures call for dual review and verification of all transactions involving cash receipts and require staff to make all bank deposits for fundraising within seven days of receipt. However, the audit team found that New West does not consistently follow or enforce its policy for depositing checks.

A review of 21 bank deposits dated between July 2004 and June 2005 revealed that although New West is showing improvement, the school does not consistently meet the "seven day" deposit policy. Because New West does not keep cash or check receipt logs, the audit team had to rely upon the date of the checks to determine the length of time from receipt to deposit. Exhibit 2d provides a summary of the deposits reviewed. The average time New West took to deposit checks decreased from 31 to 10 days after New West implemented its seven-day policy. This is a marked improvement; however, it is still three days longer than the time specified in the Fiscal Procedures Manual. A few of the most lengthy deposit times included a $400 deposit dated January 20, 2004 that took 174 days before being deposited; a $3,158 deposit dated September 21, 2004 that took 27 days; a $295.21 deposit dated November 3, 2004 that took 65 days; and a $35 check dated May 5, 2005 that took 29 days.

Exhibit 2d
Summary of New West's Average Days to Deposit Checks
July 2004 through June 2005

Number of deposits tested	21
Average Number of Days to Deposit – Total Sample	24
Average Number of Days to Deposit – 7/12/04 through 1/7/05	31
Average Number of Days to Deposit – 4/8/05 through 6/14/05	10

Depositing cash and checks into a bank account shortly after receipt provides a higher degree of security for funds than locking the funds in filing cabinets or desk drawers. In addition, any errors that can occur are more difficult to correct with the passage of time. For organizations like New West that do not record revenues and receipts until after deposit, timely deposits result in improved financial record accuracy. Interest revenue is also lost when deposits are not timely.

New West Maintains Adequate Controls Over Bank Reconciliations and the Issuance of Its Debit Card

In response to the A&I observations and recommendations, New West implemented new and improved controls over its bank accounts by limiting the number of individuals having signature authority to three: the school's executive director, the council chair, and a parent governing council representative. It is important to note that the school's management company and the office manager do not have signature authority on this bank account. In addition, in June 2005, the school closed all bank accounts except one to make deposits and issue operating and payroll checks, and one to receive electronic transfers of revenue from the state.

In accordance with its new procedures, New West eliminated all its debit cards except one, which bears both the school's and the principal's names. The Fiscal Procedures Manual also requires that the debit card ". . . should be kept under locked supervision in the principal's office at all times. Any debit card is to remain on school property unless expressly required for a particular purchase by the principal." The audit team observed that the debit card was kept locked in the principal's file cabinet.

Moreover, the audit team's review of New West's bank statements, account reconciliation reports, and reconciliation processes revealed that New West now reconciles bank statements with an adequate separation of duties. New West's management company conducts the reconciliations and, as noted earlier, does not have signature authority on the account, thus providing a separation of the deposit and reconciliation functions. Bank statements, however, were not consistently reconciled on a timely basis. Specifically, the audit team found that Delta did not reconcile New West's April, May, and June 2005 bank statements until July 2005. New West should continue to conduct timely reconciliations of its bank statements to ensure it uncovers and resolves any irregularities in a prompt manner.

Controls Over Fixed Assets and Textbooks

Fixed assets represent all tangible assets owned by an organization and include equipment, furniture, buildings, land, and leasehold improvements. Adequate internal controls are necessary to ensure that an organization records its assets properly and in a timely manner, and that it protects the assets from loss by theft. Maintaining accurate, up-to-date, and detailed records is also important to ensure that periodic depreciation adjustments are reasonable and that records are sufficient for documenting insurance claims if a catastrophic loss such as a flood or fire occurs.

Controls over textbooks are important so that schools can hold the assigned teacher or student accountable for any losses or damages that occur. Detailed records that include textbook titles, original cost, condition, and the student or classroom assignment are critical pieces of information. Good controls also require periodic inventorying of books to ensure identification of losses in a timely manner so that schools can seek reimbursement from parents or teachers responsible for the textbooks' custody.

Sound controls for protecting an organization's assets include the following:

- Recording fixed assets in a timely fashion.
- Maintaining adequate identifying information such as acquisition cost, location of the asset, model and serial numbers, and estimated useful life.
- Affixing unique identification tags.
- Regular inspections of fixed assets to ensure timely identification of missing or stolen items.

Exhibit 2e shows a breakdown of New West's fixed assets as of June 30, 2004—the most recently audited records. As this exhibit shows, leasehold improvements represent the most significant portion of the school's assets. Leasehold improvements include renovations to convert the leased building space into classrooms in 2003, before the school opened. In addition, subsequent leasehold improvements include renovations to classrooms and the teachers' lounge in 2004, and remodeling to improve the library and add a media center, which New West will complete in 2005. This exhibit does not include remodeling costs incurred after June 30, 2004.

Exhibit 2e
New West's Fixed Asset Summary
(Property and Equipment)
As of June 30, 2004

Description	Amount
Equipment	$45,981
Furniture	46,194
Leasehold Improvements	584,996
	677,171
Depreciation	(38,834)
Total	**$638,337**

Source: Delta Managed Solutions.

Although New West does not capitalize textbooks on its balance sheet, the school's Fiscal Procedures Manual requires that all textbooks are labeled with an identification number, recorded, and tracked. Specifically, Section 5 of the procedures states ". . . an inventory must be maintained for all items with a value of $50 or more, and for all textbooks regardless of value." The procedures allow the textbook inventory to be kept separate from the overall inventory, which New West does. Procedures further require that the inventory record include the "… asset description, location, identification tag/serial number, acquisition date, and cost…."

Exhibit 2f shows New West's textbook and reference material expenditures for the past three years.

Exhibit 2f
Schedule of New West's Textbook/Reference Material Expenditures
Fiscal Years 2003-04 through 2005-06

Description	2003-04	2004-05	2005-06[a]	Totals
Textbooks	$72,856	$32,840	$7,651	$113,347
Reference Materials	131	2,745	188	3,064
Totals	**$72,987**	**$35,585**	**$7,839**	**$116,411**

[a] Through September 9, 2005.

Source: Delta Managed Solutions.

As these exhibits illustrate, New West spends a significant amount of money for assets and textbooks. The value of the assets increases the importance of having sound internal controls to safeguard them.

Summary of A&I Audit Finding for Fiscal Year 2003-04 (Observation 2)

New West's Fixed Asset Controls Were Inadequate

At the time of the A&I audit, New West did not have a detailed listing of the school's assets, did not conduct periodic inspections to verify the existence of assets, and did not inventory its assets. The audit states ". . . the school did not maintain pertinent information such as: asset descriptions, acquisition dates, serial numbers, asset numbers, acquisition cost by asset, and accumulated depreciation by asset." Additionally, New West did not use identification labels, which are used to provide identifying asset inventory numbers and to tag the equipment as school property, for any of the equipment.

The school's June 30, 2004 year-end regular external audit reported similar concerns. The auditors reported that even though New West did not have a fixed asset program, the auditors were able to reconcile fixed assets to invoices on a test basis without exception.

Status of New West's Corrective Action as Determined by the Audit Team

New West Implemented a Fixed Asset and Textbook Inventory Tracking System and Procedures

After the completion of the A&I audit, New West added fixed asset procedures to its Fiscal Procedures Manual and inventoried and recorded its fixed assets. The manual now requires that staff prepare two sets of asset records: (1) a fixed asset register for capitalized assets, which are balance sheet assets having a value of $1,000 or more and that are depreciated over time; and (2) an inventory record for all assets with a value between $50 and $999 and all textbooks, regardless of their value. The audit team verified that New West maintains a fixed-asset register, an inventory record, and textbook records. New West currently maintains these asset records in electronic spreadsheets. The manual calls for updating the spreadsheets as New West purchases items and for sending the spreadsheets to Delta who updates the general ledger with new items. Furthermore, its procedures call for conducting an annual physical inventory count and for reconciling the spreadsheets and the general ledger to the inventory count.

The audit team found that New West is now following adequate control procedures for its assets. Specifically, it updates the spreadsheets and general ledger in a timely manner, includes detailed information about the assets, and tags each asset with a unique identification number.

New West should be able to improve the simplicity and accuracy of its asset tracking by utilizing a system designed specifically for tracking assets. Fixed-asset systems are readily available and affordable. When properly interfaced with the main accounting system, these systems can eliminate the need for double entries; automatically calculate depreciation; simplify and standardize the recording of asset acquisitions, transfers, and retirements; and can help to ensure accurate reconciliations between the fixed-asset register and the general ledger.

In addition, bar code scanning software is now readily available to supplement the asset inventory process. Bar code scanning software utilizes bar code tags placed on furniture and equipment for scanning during the inventory process ,thereby eliminating the manual counting and identification process. Bar code scanning systems have the further advantage of making it more difficult to record a missing asset as accounted for since the inventory process requires the scanning of the tags in order to include items in the inventory count. In contrast, electronic spreadsheets generally have limited security functions, can be easily altered, and do not leave an audit trail. Although Delta helped New West purchase a bar code fixed-asset scanning system in September 2004, New West is not using the scanning system because the bar coding and scanning functions do not work properly. However, as noted above, fixed-asset systems can improve the ease of tracking and controls over assets.

New West Determined that it had Several Missing Items Upon Completion of Its Inventory Count of Fixed Assets

Upon inventorying its fixed assets during the summer of 2005, New West identified 10 missing items. School staff researched these items and pursued asset recovery when possible, resulting in the return of one laptop computer and a determination that four items were broken and discarded. However, as of October 2005, five items remained missing, four computers and a computer monitor. According to New West's office manager, one computer was stolen, and the thief was seen on the school's security cameras. Additionally, a school employee claimed that a former teacher did not return a laptop computer; however, the school was unable to locate the former teacher to pursue recovery of the laptop. The school staff does not know what happened to the other three missing items. These losses, which occurred while New West was without an inventory-tracking system, illustrate the importance of having such a system to facilitate timely identification of losses. With its new procedures and systems in place, New West has reduced the likelihood of further losses.

New West's Asset Tracking Systems are Working as Designed

To test the adequacy of the fixed-asset procedures and the accuracy of the fixed-asset register, the audit team selected a judgmental sample of assets from the school's asset listing and traced these to the physical item. The audit team targeted 40 computers and high-dollar items for the sample, but also included 10 items having nominal values. In addition, the audit team also selected a sample of eight items and traced them back to the fixed-asset register. Although a few items were not in the location designated on the fixed-asset listing (one DVD/VCR player, one TV stand, one external hard drive, one notebook computer, and one microwave), the audit team was able to locate all items in the sample and all physical items selected traced back to the fixed-asset register.

Recommendations

To improve its controls over purchasing and disbursements, New West should:

- Fully implement and monitor its procedures requiring the use of purchase orders and requisitions for purchases, original invoices prior to making payments, and receiving reports with dual signatures for goods received.
- Promptly investigate and resolve all items not in compliance with New West's fiscal procedures.
- Closely monitor and control the use of its debit card and promptly investigate any deviations from its procedures.
- Implement a policy for receipt of goods during school closures to ensure delivery of all school purchases to the school.
- Revise its policy requiring dual signatures on checks greater than $1,000 to require dual signatures on all checks.

- Notify the bank of its policy requiring dual signatures on all checks.

To improve its controls over cash, New West should:

- Maintain a log of cash and checks received and deposit all cash and checks within seven days of receipt.
- Conduct surprise cash counts periodically to ensure staff receive and record all cash promptly and accurately.
- Ensure it completes bank reconciliations in a timely manner.

To improve its controls over its fixed assets, New West should:

- Consider implementing electronic fixed-asset and textbook tracking and inventory systems.
- Implement a checkout system for portable equipment to track the user and location of the asset.
- Follow its policy for conducting annual physical inventory counts.

CHAPTER 3: NEW WEST'S FISCAL VIABILITY

Overview of School Financial Management

Generally accepted accounting principles require not-for-profit schools to prepare three types of financial statements: the Statement of Financial Position, the Statement of Activities and Net Assets, and the Statement of Cash Flows. The first two statements focus on assets, liabilities, revenues, and expenses. The Statement of Financial Position reports the assets, liabilities, and changes in net assets (difference between assets and liabilities) of a school. The Statement of Activities reports the ending net assets or "reserve" for a school. California Code of Regulations Section 15443 sets different target net assets (reserves) for school districts based on their student average daily attendance (ADA). Specifically, this section states that "… available reserves cannot be less than the following percentages as applied to total expenditures, transfers out and other use…:

- The greater of 5 percent or $50,000 for districts with 0 to 300 ADA.[5]
- The greater of 4 percent or $50,000 for districts with 301 to 1,000 ADA.
- Three percent for districts with 1,001 to 30,000 ADA.
- Two percent for districts with 30,001 to 400,000 ADA.
- One percent for districts with 400,001 and over ADA.

The agreement between the State Board and any charter school it approves requires that charter schools follow these guidelines, though the reserve targets are not legally mandated.

Reserves represent a measure of financial resources available for future use after all obligations have been met. Reserves are one of the primary measures of solvency for an entity such as a school and are viewed as an important measure of financial condition. However, reserves do not necessarily represent cash because they may involve revenues and expenses recorded on the books, but not yet received or paid. Rather, the amount of cash on hand could be higher or lower depending upon whether the entity has larger amounts of accrued revenues or expenses/liabilities.

The third required financial statement, the Statement of Cash Flows, measures the cash on hand at a point in time. It traces the flow of funds (or working capital) into and out of an entity during an accounting period. The Statement of Cash Flows can be useful in assessing the following:

- Ability of an entity to generate future cash flows.
- Ability of an entity to pay its debts as the debts mature.
- Need to seek outside financing.
- Reasons for differences between cash flows from operations and operating income.

- Effect on an entity's financial position of cash and noncash transactions from investing, capital, and financing activities.

Cash management is important for any entity, especially new or relatively new organizations such as New West that may not have had time to establish sufficient cash reserves. Cash management is ultimately about cash flow and anticipating or planning for when an organization will receive cash and need to use cash. Prudent financial management requires accumulating sufficient cash to cover cash outflows that might otherwise leave a negative balance. The following highlights some basic tenets about managing cash flow:

- Make financial projections. Forecast both expenses and anticipated revenues for at least the coming year and maintain a cash reserve if possible.
- Create contingency plans. Have several budget projections including best-and worst-case scenarios and lay out how the organization would respond.
- Monitor expenditures. Try to get as much value as possible out of every transaction.
- Keep inventories low. Only stock for short-term needs.
- Delay hiring some employees until the revenue is available to support those employees.
- Do not be wasteful. Reuse what you can.

Following these basic tenets and monitoring the Statement of Cash Flows can help an entity to ensure it has adequate cash to meet its ongoing obligations.

Summary of A&I "Other" Audit Finding for Fiscal Year 2003-04

Cash Flow Loans Cause Concern About New West's Financial Viability

The A&I auditors reported concerns about New West's cash flows and its ability to continue to effectively operate as a viable charter school. Specifically, the A&I auditors had concerns about three cash flow loans New West procured and three comments made in a school newsletter. The comments, in the context of soliciting contributions from student families, were as follows:

"We are in immediate danger of having to cut back or cut out some of our enrichment programs at New West."

"Our budget is based on the fact that we need to raise $2,500 per student in able to provide these programs. The State gives us basic funds for our core subjects and support materials like textbooks. But they don't provide the funding for these other things. So, we must rely on fundraising, grants, and gifts to make up that $2,500 per student difference."

"We must raise $100,000 by June."

These items were outside the A&I's initial review period and as such, the audit requestors asked FCMAT to look into the cash flows and ongoing viability of New West.

Moreover, New West's FY 2003-04 external auditors noted that "…although New West is financially stable, its financial condition is highly dependent upon the economic condition of the State of California." The auditors noted two factors that could negatively affect every public agency including New West: the state's budget deficit and the continued rising costs of insurance.

Status of New West's Corrective Action as Determined by the Audit Team

New West's Limited Cash Reserves Make it Vulnerable to Insolvency If Circumstances Change

New West's historical and projected cash reserves appear to provide only a limited cushion for contingencies. Limited cash reserves can become problematic if there is an interruption or reduction in revenues or if unexpected expenses arise.

Exhibit 3a (please see the following page) presents a comparison of New West's audited cash flows for FY 2003-04, unaudited cash flows for FY 2004-05, and projected cash flows for FY 2005-06. This cash-flow statement has three categories, cash flow from operating, investing, and financing activities. The statements reveal limited cash reserves each year, with a FY 2005-06 projected reserve of less than two weeks' worth of average expenditures. As Exhibit 3a shows, New West's cash limitations are directly attributable to its investing and financing activities, which mostly account for costs of and loans for New West's extensive renovation of its school site to meet code requirements and to make the school suitable for the students. New West's operating activities appear to be providing an adequate cash flow to support these renovations but leave the school with minimal cash left over.

Exhibit 3a
New West's Cash Flow Statements
Fiscal Years 2003-04 through 2005-06

	Fiscal Year		
	2003-04 Audited	2004-05 Unaudited	2005-06 Unaudited Projections
Cash Flows From Operating Activities			
Increases (decreases) in net assets	$124,578	$(51,154)	$126,898
Adjustments to reconcile net income to net cash provided by operations:			
Accounts Receivable	(45,463)	(42,648)	8,111
Grant Receivable	-	(20,000)	-
Depreciation	38,834	72,543	73,031
Accounts Payable	83,705	3,629	(3,724)
Accrued Payroll	107,262	15,425	-
Deferred Revenue	9,521	(9,521)	-
Payroll Liabilities	-	86,237	(32,428)
Note Payable	90,000	-	-
Other	-	(7,752)	(5,755)
Net Cash Provided By Operating Activities	**408,437**	**46,759**	**166,133**
Cash Flows From Investing Activities			
Fixed Assets - Leasehold Improvements	(677,171)	(14,002)	-
Fixed Assets - Library	-	(1,125)	(17,467)
Fixed Assets - Equipment	-	(8,555)	(3,500)
Fixed Assets - Furniture	-	(4,592)	(2,513)
Net Cash Used In Investing Activities	**(677,171)**	**(28,274)**	**(23,480)**
Cash Flows From Financing Activities			
Nowa Derm Loan	100,000	-	-
Repayment of Nowa Derm Loan	(100,000)	-	-
Eagles Peak Charter School Cash Flow Loan	-	50,000	(50,000)
Founder's Loan (Eagle)	-	(214,950)	-
Pacific Western Rollover Loan	-	165,750	(39,000)
State Revolving Fund Loan	250,000	(50,000)	(50,000)
Net cash provided by financing activities	**250,000**	**(49,200)**	**(139,000)**
Net cash increase (decrease) for period	**(18,734)**	**(30,715)**	**3,653**
Cash at beginning of period	**84,818**	**66,084**	**35,369**
Cash at end of period	**$ 66,084**	**$35,369**	**$39,022**

Sources: Feddersen and Company, LLP, Certified Public Accountants (FY 2003-04) and Delta Managed Solutions (FY's 2004-05 and 2005-06).

According to Delta's financial officer, he expects that this situation will continue for three more years until the school has paid off the renovation debts. In the meantime, it will be important for New West to closely monitor and manage its cash to ensure it has adequate funds to deal with contingencies, missed projections, or unforeseen operating needs. This is of particular importance since New West has been unable to obtain a business line of credit to help deal with temporary cash shortages.

New West Lacks Written Policies for Cash Management

The audit team also found that New West does not have written policies for cash-flow management and budgeting, cash-flow contingency plans, or adopted cash reserve goals. Delta's financial officer explained that New West and Delta are moving forward with debt and cash-flow management plans and that he expects the council will complete and adopt the plans by the end of 2005. However, given the school's limited cash reserves and resources, effective planning and monitoring are essential to avoid or mitigate potential problems. Until it documents and follows its cash-flow policies, contingency plans, and cash goals, it will be difficult for the school to ensure it is managing its cash as effectively as possible.

New West's Reserve Balance Dipped, but Shows Recovery in Coming Year

In addition to analyzing the school's cash-flow projections and policies, the audit team also considered New West's net asset or "reserve" balances. The school's reserve fell below the state's recommended reserve balance in FY 2004-05, but shows signs of improving in FY 2005-06.

As illustrated in Exhibit 3b, New West was able to end FY 2003-04 with a 5.9 percent reserve, or $104,446, more than five times the level of its reserve in its first year of operation (FY 2002-03). Its FY 2003-04 reserve exceeded the state's recommended reserve levels of 5 percent of expenditures or $50,000, whichever is greater. However, in FY 2004-05, the school's reserve decreased to $53,292, or 2.8 percent of expenditures, a 49 percent drop from FY 2003-04 and just over one-half the assets-to-expenditures ratio recommended by the state. Delta's financial officer attributes this drop to its repayments of loans taken to pay for renovating the school.

Exhibit 3b

New West's Statements of Net Assets
Fiscal Years 2003-04 through 2005-06

Description	2003-04 Audited	2004-05 Unaudited	2005-06 Projected
State Aid Portion of General Purpose Block Grant	$725,798	$954,550	$1,109,918
Other State Revenue:			
Categorical Block Grant	35,318	79,398	87,495
Implementation Grant	380,000	20,000	0
All Other	6,035	172,826	148,508
Federal Revenue:	0	2,922	3,000
Local Revenue:			
Cash in-lieu-of Property Taxes	414,870	335,898	355,823
All Other	99,952	111,207	115,944
Other Revenue:			
Contributions, Fundraising, and Related Activities	231,565	154,921	135,000
Interest Income	2,081	692	1,250
Total Revenues	**1,895,619**	**1,832,414**	**1,956,938**
Program expenses	1,622,122	1,728,673	1,646,264
Management & administrative expenses	148,919	154,895	183,776
Total Expenses	**1,771,041**	**1,883,568**	**1,830,040**
Change in Net Assets, increase/ (decrease)	**124,578**	**(51,154)**	**126,898**
Prior Year Net Assets (deficiency)	(20,132)	104,446	53,292
End of Year Net Assets/Reserve - Unrestricted	**$104,446**	**$53,292**	**$180,190**
Percent of Net Assets To Expenditures	**5.9%**	**2.8%**	**9.8%**

Sources: Feddersen and Company, LLP, Certified Public Accountants (FY 2003-04) and Delta Managed Solutions (FY's 2004-05 and 2005-06).

New West's projected reserve levels for FY 2005-06 show a marked increase from FY 2004-05, an increase of almost $127,000 in its year-end balance and one that represents 9.8 percent of expenditures. Delta's financial officer attributes the significant projected reserve increase to larger revenues resulting from higher student attendance and savings and cuts in operational expenses, such as cuts in legal expenses, savings from bringing arts and music programs in-house, and savings in telecommunications consulting costs. Exhibit 3b shows the expected increase in FY 2005-06 program revenues from student attendance, an increase of more than $140,000 from FY 2004-05. According to Delta's financial officer, as of early November 2005 ADA levels were matching projections for enrollment.

Given that the student enrollment increases are consistent with projections thus far in FY 2005-06 and that New West is making concerted efforts to contain and reduce expenses, it is reasonable to assume that the school will realize a larger reserve in FY 2005-06 than in

FY 2004-05, and one that exceeds the recommended five percent threshold. The true test for New West will be whether it can continue to exceed the recommended reserve in the out-years.

The Assumptions Behind New West's Cash-Flow Projections Seem Reasonable

The audit team reviewed the assumptions New West used to prepare its cash flow projections and found that the assumptions appear reasonable. These assumptions include projections regarding the timing of revenue streams and payment of expenditures, anticipated salary increases, local fund-raising efforts, and student ADA. As the comparisons in Exhibits 3a and 3b show, the increase in net assets in FY 2003-04 was $124,578, but for FY 2004-05, the school anticipates a decrease in net assets of $51,154. This is due primarily to New West's focus on reducing the debt load taken on during its initial years of operations and for renovations. Specifically, in FY 2003-04, the school took on $250,000 in debt, and in FY 2004-05, it decreased its net debt load by $49,200. Analysis of FY 2005-06 projected cash flows shows that the school anticipates a further reduction of its debt by $139,000, while projecting that its net assets will increase by almost $127,000. These FY 2005-06 projections result in a projected ending net cash balance of $39,022 by the end of FY 2005-06. These projections appear realistic if the school can meet its projected student ADA levels.

Exhibit 3c shows the school's ADA levels for FY 2003-04 and FY 2004-05, along with a projection of FY 2005-06 levels.

Exhibit 3c
New West's Student Average Daily Attendance Levels
Fiscal Years 2003-04 through 2005-06

Year	ADA	Percentage Increase from Prior Year
2003-04	242	n/a
2004-05	266	10
2005-06	285[a]	7

[a] Projected.

Source: Delta Managed Solutions.

The increase in the ADA projection seems reasonable, given that the principal told the audit team the school lost many students last year due to the instability of administrative leadership and that New West has largely eliminated the issues that caused parents to take their children out of the school.

RECOMMENDATIONS

To improve its cash position and cash management abilities, New West should:

- Strive to accumulate cash reserves of at least one full payroll and continue its efforts to secure a revolving line of credit for contingencies.
- Establish and adhere to written policies for cash-flow management and cash budgeting, including a cash-flow contingency plan.

CHAPTER 4: CONTRACTING PROCESSES

Controls Over Contracting

In the course of educating its students, New West finds occasional needs to contract for services that it does not have the expertise, workers, or equipment to perform. Sound contracting procedures require the following:

- Organizations obtain multiple bids to better ensure they obtain the highest quality goods or services at the best cost.
- Contracts are properly executed, including a review by a lawyer if necessary.
- Contracts include a detailed scope of work and price to prevent misunderstandings.
- All contract modifications or changes are made in writing.
- A governing council approves certain contracts meeting specific criteria.
- The terms of the contract are properly managed to ensure that the entity is receiving the services paid for under the terms of a contract.

Summary of A&I Audit Finding for Fiscal Year 2003-04

(Observation 5)

New West Had Little or No Controls Over Its Contracting Practices

The March 2005 A&I audit found that New West did not receive competitive bids or have a clearly defined scope of work for several significant contracts relating to construction work at the school. Although New West staff members told the A&I auditors that they obtained several bids, the bids were verbal with no written documentation to support the bidding process.

Status of New West's Corrective Action as Determined by the Audit Team

New West Developed But Does Not Fully Comply With Its Contracting Procedures

New West recently developed new contracting procedures; however, the audit team found that the school could improve these procedures and did not follow its procedures in two of the eight contracts reviewed. Well-designed contracts and contracting procedures help to minimize the risk of misunderstandings and disputes over contract terms that could result in costly losses or litigation.

To test compliance with New West's contracting procedures, the audit team tested several contracts to determine if the following requirements had been met:

- The contract was complete with terms, expectations, and price clearly spelled out.
- The council approved the contract, if applicable.
- All parties to the contracts fulfilled their responsibilities.
- The executive director signed the contract.

New West's new Fiscal Procedures Manual also contains its contracting and purchasing procedures, which require the school to obtain competitive bids ". . . where required by law or otherwise deemed appropriate and in the best interests of the school." These procedures allow the executive director to negotiate and execute all contracts. In addition, the executive director may execute contracts of less than $5,000 before council ratification, but the council must ratify contracts of $5,000 or more prior to execution by the executive director. These procedures also require a complete and detailed scope of work and price for each contract.

The audit team found New West's written procedures for executing contracts to be inadequate. Specifically, the procedures are silent with regard to the monitoring of contracts to ensure all parties fulfill their responsibilities. In addition, New West's procedures do not require staff to document competitive bids obtained or to document the need for the product or service obtained.

The audit team also found that New West does not consistently follow its procedures. In addition to the facility lease for the main school complex, New West entered into an agreement for the use of space near the school. New West used the space for elective classes and based the lease payments on an estimate of the hours of monthly use. The audit team found that the council did not vote to approve the contract; however, New West entered into the contract prior to establishing its policy requiring the council to ratify all contracts. Following the lapse of this lease agreement in June 2004, the audit team found that the school continued to use the space through March 2005 without a formal agreement in place. New West made no payments for the use of this space during this period. Delta's financial officer explained that there was no formal agreement in place because the school and the property owner could not agree on the terms. The property owner wanted to increase the lease price. The financial officer explained that a New West parent volunteer who felt a reduced lease fee could be negotiated offered to address the proposed payment with the landlords. However, the parent was unsuccessful, and New West did not enact a new agreement. As a result, in March 2005, the property owner submitted an invoice to New West based on the increased rate it initially proposed, and New West made payment at this increased rate.

Other issues arose with the adjacent space that New West may have been able to avoid or mitigate by using proper contracting procedures. Specifically, the property owner assessed New West for damages purportedly caused to the property by New West

parents and students. Over the 19-month period in which New West used the facilities, the property owner charged the school $5,488.47 for damages and failed to return New West's $5,000 deposit. The following are two examples of the property owner's charges. In correspondence dated April 2004, the property owner claimed that students damaged the top of a piano by using it as a writing surface. The property owner charged, and New West paid, $1,200 for refinishing the piano's surface. In addition, the property owner charged New West for the cost of cleaning and relocating the piano. Because of the lack of a contract during the end of the lease term and because the original contract did not contain adequate details about how New West should maintain and utilize the property or how the landlord would handle the deposit, the audit team could not determine whether the additional charges paid by New West were reasonable.

Moreover, upon review of documents related to New West's five-year lease agreement for its school site, the audit team found that New West did not make full lease payments for eight of the first 12 months of the lease term. Delta's financial officer explained that New West and the property owner verbally agreed to this payment reduction in exchange for New West paying for needed air-conditioning repairs. However, without a written contract modification, the audit team cannot verify the validity of the agreement, and New West exposes itself to unnecessary disputes over the verbal terms. Furthermore, unwritten contract modifications are not a part of sound contracting procedures as previously discussed and could potentially result in disputes.

RECOMMENDATIONS

To improve its contracting practices, New West should update its contracting procedures to require:

- Contract monitoring to ensure all parties fulfill the terms of contracts.
- Staff to maintain documentation in the contract file evidencing the competitive bids obtained and the justification of need.
- Staff to make all contract modifications in writing and prohibit initiation of services or continuance of a contract until the contract is properly executed, including prior governing council authorization.

CHAPTER 5: GOVERNANCE

Overview of Governing Council

New West's governing council includes 14 members who act as the chief decision-making authority for the school. The council members include eight voting members who are not employees of the school and six nonvoting members who are school employees. The governing council positions include:

Principal (Nonvoting). The governance council appoints the school's principal.

Three Parent Representatives (Voting). Parents whose children attend New West elect three parent representatives and two alternates. They elect two representatives and one alternate in odd-numbered years and one representative and one alternate in even-numbered years. The parent representatives serve two-year terms.

Three Founder Representatives (Voting). New West's founding parents elect three founder representatives and two alternates with one representative and one alternate elected in odd-numbered years and two representatives and one alternate elected in even-numbered years. The founder representatives also serve two-year terms.

Three Teacher Representatives (Nonvoting). New West's full-time credentialed teachers elect three teacher representatives and two alternates with one representative and one alternate elected in odd-numbered years and two representatives and one alternate elected in even-numbered years. Teacher representatives serve two-year terms.

Staff Employee Representative (Nonvoting). New West's full-time noninstructional employees elect one staff employee representative and one alternate. The staff employee representative serves a two-year term. Normally, the staff representative is elected in odd-numbered years and the alternate is elected in even-numbered years.

Two Community Representatives (Voting). The governing council also appoints two community representatives and one alternate from a list of volunteers who express an interest in the school. One representative must have experience in education and the other experience in business, and the alternate can have a background in either. These representatives cannot be founders, parents of children attending New West, or employees of the school.

Oversight Representative (Nonvoting). The State Board, as chartering authority for New West, has the right to designate a monitoring agent to the governing council.

New West's council is responsible for managing the school and has sole authority for all aspects of the school's operation and educational program including, but not limited to, the development and implementation of policies related to curriculum, enrichment

and extracurricular educational activities, student evaluation, personnel, professional development, budget and finance, facilities and maintenance, admissions, scheduling, community relations, classroom usage, use of the school site, safety, discipline, proposals for charter revision and renewal, dispute resolution, and interactions with the chartering authority and other educational agencies. The New West's Corporate Bylaws govern the council's operations and actions. The council appoints and employs the principal and vests that person with the authority to hire employees, work with volunteers, establish school policies, and take actions as necessary to operate the school in accordance with the school's charter.

New West also maintains an executive committee that works along with the council to conduct the school's business. The chair of the council, the principal, and one teacher elected each year by the teacher governing council representatives make up the executive committee. Responsibilities of the executive committee include the following:

- Setting council meeting agendas.
- Handling routine matters that do not require the attention of the full council.
- Referring issues to the council.

New West's Charter requires that the school have a written policy to limit actual or potential conflicts of interest. The charter states that the conflict-of-interest policies are to apply to governance council members, committee members, administrators, teachers, staff, parents, community members, and any other person or party who participates in the school's operation and educational program, all of whom should be asked in writing to uphold the policy. The charter further specifies four essential elements that the conflict-of-interest policy should contain the following:

Full Disclosure. Stakeholders shall make known any potential or actual conflict of interest.

Abstention from Discussion and Decision-Making. Stakeholders who have an actual or potential conflict of interest shall not participate in discussions or votes on matters related in any way to the area of conflict.

Abstention from Decision-Making. Stakeholders who have an actual or potential conflict of interest shall not be substantively involved in decision-making on matters related in any way to the area of conflict.

Violation of Policy. Anyone can report violations of the conflict-of-interest policy and shall be referred to the school's dispute resolution procedures.

Summary of A&I Audit Findings for Fiscal Year 2003-04
(Observations 6 and 9)

New West's Governing Processes Did Not Ensure Integrity

The A&I audit pointed to two weaknesses found in the school's governance procedures. First, the A&I audit pointed to irregularities in the governing council's election process. Specifically, New West's governing council did not ensure the integrity of ballot counting during the October 2003 council elections by allowing a governing council candidate to count the ballots by which the candidate was elected as a founder representative. Second, the school engaged in several related-party contracting agreements and arrangements. The auditors considered these practices improper and reported that they could potentially lead to opportunities for misappropriation of funds or personal gain for the related parties.

In response to the A&I audit, the Department's Notice to Cure requested documentation from New West related to New West's governance. Specifically, the Notice to Cure requested that New West provide the following:

- Written policies and procedures delineating the governing council selection process to ensure that individuals running for election are not a part of the vote-tallying process, and to provide evidence that New West implemented the new policies and procedures.
- Evidence of a written conflict-of-interest policy that includes full disclosure, abstention from discussion, and abstention from decision-making requirements if a related-party transaction exists.

The A&I audit also found that the school's governing council engaged in activities that could be deemed conflicts of interest. Specifically, the audit identified the following three primary transactions that led to this finding:

- The governing council did not ratify a $300,000 loan dated April 2002 to New West from one of the original founders. This loan was made before the school had a governing council, and although the loan was later ratified by the school's governing council and subsequently refinanced through a bank loan, the repayment practices for the original loan were deemed questionable by the A&I auditors. In order to loan the money to New West, the founder took out a mortgage line of credit. Rather than having the school make loan payments to the founder, New West made payments directly to the mortgage company that issued the line of credit.
- During 2003, New West again borrowed money, free of interest, from a parent having a child in attendance at the school. New West repaid the $100,000 loan five months later. However, the A&I auditors reported that the parent's business granted the original loan, yet the school made the check for the loan repayment payable to the parent.

- During 2004, the school's financial management company, Delta, granted a $2,000 interest-free loan to the school to meet short-term obligations. The A&I auditors questioned the apparent close relationship between Delta and New West.

Status of New West's Corrective Action as Determined by the Audit Team

New West's Governing Council Has Adopted and Implemented Election Procedures

During October 2005, the audit team visited New West to observe its process for tallying the ballots for the election of founder representatives to the governance council. The audit team found that the process used to tally the votes was in accordance with New West's election procedures.

On June 10, 2005, the governing council passed a resolution that authorizes and approves the Governing Board Selection Process policy. The election procedures detail the membership of the governing council and define eligibility requirements for allowing an individual to run for an office, and define voting eligibility. The procedures also describe the voting system, election and voting processes, and requirements for posting election results.

As described in the election procedures, the voting system is cumulative, allowing each voter a number of votes on each ballot that totals the number of representatives plus alternates to be elected. Under this system, the voter may choose to cast more than one vote for a candidate, limited to the total number of votes allowed on the ballot. The candidate(s) receiving the highest number of votes is (are) elected as representative(s) and the candidate(s) receiving the next highest number of votes is (are) elected as the alternate(s).

Counting procedures for parent and founder elections require storage of ballots in a locked ballot box until the official opening and tallying. Further, the principal is to monitor the opening and tallying of ballots together with at least two witnesses who are not candidates and are not related to candidates in the election. In addition, the procedures call for maintaining all ballots in a secure location for two years. Teacher and staff elections take place during an election meeting in which the principal counts secret votes during the meeting.

In observing the founder election, the audit team found that the vote count began at the stated time with four New West staff members; the principal, the office manager, and two office assistants; conducting the count. No one from outside the school attended to observe the process. To ensure all the ballots were counted accurately, the New West staff conducted two tallies. First, the two office assistants removed envelopes containing the

votes from a sealed box where they had been stored and divided the envelopes between each of them. Each office assistant then opened envelopes one by one and called out the names of the candidates on the ballot. The principal tracked the number of votes received for each candidate on a large white board. After conducting the first count, the office assistants traded envelopes and repeated the process, this time with the office manager tallying the votes on the white board. Each count returned the same results. Moreover, the audit team asked to view the ballots from prior elections to ensure New West was safeguarding the ballots and found that New West kept the old ballots in a locked file cabinet. Overall, the audit team found New West's processes for counting and securing election ballots to be reasonable for ensuring an accurate and impartial result.

New West Established and Implemented Conflict-Of-Interest Policies and Procedures

In response to the A&I audit, New West readopted its conflict-of-interest code and obtained conflict-of-interest disclosures from all relevant personnel. New West will need to continue to follow its procedures as personnel changes occur to ensure adequate protection against potential unscrupulous related-party transactions.

New West originally adopted a conflict-of-interest code in May 2004. The council resolution adopting the code states that in accordance with Government Code Section 87300, which requires New West to adopt a conflict-of-interest code, the school will adopt the Fair Political Practices Commission's (FPPC) code as a model conflict-of-interest code. This code requires governing council members and certain employees to file FPPC Form 700.

In response to the A&I audit and the State Board's Notice to Cure, which requested that New West adopt a conflict-of-interest policy, New West again adopted a resolution that specifically "… authorizes and reapproves the previously approved Conflict-of-interest policy." New West's council approved and the council secretary signed this most recent resolution in June 2005. The code contains two disclosure categories for designated employees. Category 1 employees must disclose all business interests in entities engaged in activities such as accounting, banking, computers, communication, education, insurance, office equipment, personnel, printing, securities, or title. Category 2 employees must disclose any relationship to a business of the type to provide to schools: personnel, services, supplies, materials, machinery, or equipment. The code requires that voting governance council members, the principal, and the office manager disclose all interests in both categories. The audit team found that New West's principal, office manager, and voting governance council members each completed a FPPC Form 700 in August 2005 in accordance with this code.

The Audit Team Found No Evidence of Fraud or Preferential Treatment Concerning the Related-Party Transactions

The audit team reviewed the school's council minutes and banking records and did not identify any misappropriations, fraud, or preferential treatment concerning the loans from the parent founder ($300,000), Delta ($2,000), or a New West parent ($100,000). This finding is discussed further in Chapter 6.

RECOMMENDATION

To ensure sound governance of the school, New West should continue its efforts to implement and adhere to the recommendations made by the A&I auditors with respect to governance and related-party transactions.

CHAPTER 6: FOLLOW-UP ON A&I'S AUDIT WORK RELATED TO FISCAL YEAR 2003-04

Overview and Conclusion

As a part of the audit, FCMAT requested that the audit team:

- Investigate and follow up on all unresolved issues from A&I's March 2, 2005 review for FY 2003-04.
- Verify and assess observations from A&I's March 2, 2005 review.
- Identify any areas of concern or misconduct, quantify any misappropriations or irregularities, and make recommendations for improvement.

  (See the specific requests in italics in the following paragraphs)

As indicated below, the audit team was able to resolve many of the unresolved issues from the A&I audit; however, some issues remain unsettled. Even though the audit team did not find evidence of improprieties, the unresolved issues remain susceptible to improprieties. Until New West consistently implements adequate administrative internal controls, it cannot ensure it is adequately protecting its assets or giving itself the best opportunity to succeed.

A. Inventories

Verify that computers and other significant assets purchased by David Eagle with New West funds exist and are being utilized at New West. Reconcile the computers and other significant assets to the school's inventory listing. Trace the serial numbers appearing on the invoices to the serial numbers on the computer hardware.

The audit team obtained the Dell invoices showing the 2003 computer purchases made by David Eagle. Of the 48 computers included on the invoices, the audit team verified that New West recorded 44 of the 48 items in its fixed-asset register, resulting in a difference of four unaccounted for computers.

As discussed in the Fixed Assets section of *Chapter 2*, at the time that school staff inventoried its assets during the summer of 2005, New West found that four computers were missing; three of these computers were purchased by David Eagle. The audit team identified an additional computer purchased by David Eagle that was missing from the fixed-assets register. According to New West's records for the missing items, one computer was stolen by a homeless person[6] and one teacher did not return his laptop. Both computers were from the David Eagle purchase. New West does not know what happened to the other two computers purchased by David Eagle; however, given

that one computer was stolen and one was not returned, it is conceivable that the other computers were unaccounted for due to similar circumstances.

The audit team also selected a sample of 19 computers to verify the accuracy of New West's fixed-assets register. The audit team was able to locate all 19 computers by tracing the serial numbers on the invoices to the serial numbers on the units, which combined with the other testing discussed in Chapter 2, indicates that all items listed in the fixed-assets register exist. The audit team also tested other large assets purchased by David Eagle including locker units, a conference table, and a digital projector. In addition, the audit team observed the existence of the school's bell system and security system. The audit team was able to locate all items selected in the sample. However, even though the audit team was able to locate all of the items in its sample, the missing items discovered by New West and the audit team indicates that the fixed-asset procedures and controls in effect at the time were inadequate.

B. Loans

Review the propriety of New West's loans and loan repayments. Specifically, review the Eagle's Peak ($50,000), Delta Managed Solutions ($2,000) and Nowa Derm/ Chantel Burnison ($100,000) loans by analyzing loan agreements, loan payments, and cancelled checks. If necessary, contact and interview the lender to obtain additional information. Additionally, determine the propriety of the personal loans (and repayment of those loans) made to New West by David Eagle and his parents. Furthermore, review the payments made by New West to lenders in fulfillment of David Eagle's personal financial obligations for propriety.

Loan from Eagles Peak Charter School (EPCS). The EPCS provided New West with a cash flow loan of $50,000 on July 15, 2004. According to Delta's financial officer (who also provides financial consulting services for EPCS), EPCS had already planned to loan funds to another charter school to cover cash flow, so he put New West into contact with EPCS.[7] Approval for entering into this transaction came from New West's governance council on July 9, 2004. Terms of the loan required New West to pay four percent interest and had an original repayment date of July 1, 2005. However, at New West's request, EPCS's governing board agreed to an extension and passed a resolution extending the due date to October 31, 2005. As of November 2005, New West had not yet repaid the loan and is seeking a further extension until April 2006. The financial officer told the audit team that the reason for the second extension is that New West will be in a more favorable cash position in April 2006 due to anticipated state funding increases for its increased ADA. The EPCS executives have verbally committed to the extension, but the EPCS board will not vote on the matter until December 7, 2005. According to the financial officer, EPCS agreed to the extension as its own cash-flow requirements are not affected by this extension and the loan bears interest similar to what it would otherwise be earning.

The audit team compared the staff and governing council rosters of New West and EPCS. Other than the financial officer, the audit team did not find any individuals working for both schools. Overall, the audit team did not find any evidence of improprieties involved in this transaction and found that both schools authorized and approved the loan and the first extension. However, New West did not gain formal EPCS board approval of either extension before the loan payment due date. This practice could become problematic if the EPCS governing board does not agree with the recommendations of its staff.

Loan from Delta. Early in 2004, Delta made an interest-free loan of $2,000 to New West. Delta's financial officer explained that during February 2004, both Delta and the school were issuing checks from the school's bank account. On February 25, 2004, when Delta discovered that New West was at risk of overdrawing its bank account, they wired $2,000 to the school's account to cover the amount of the cash shortfall. On March 14, 2004, New West repaid Delta the $2,000 and an additional $30 to cover the wire transfer fee.

Delta's financial officer told the audit team that New West obtained this loan without prior governance council approval and without committing the terms of the loan in writing because of the immediacy of the situation and because it fell within the spending authority limits of the principal. In hindsight, Delta's financial officer explained, there should have been some written agreement to document the transaction. The audit team agrees that New West should ensure it creates a proper paper trail, including the execution of a loan agreement, for all loan transactions to prevent potential misunderstandings regarding the terms of the loan.

Loan from Chantal Burnison. On July 1, 2003, New West signed a promissory note for an interest-free, short-term loan from a school parent, Chantal Burnison. The promissory note lists Ms. Burnison as the payee on the loan. However, Ms. Burnison issued a check to New West drawn in her company's name, Nowa Derm. Ms. Burnison, as the chief operating officer of Nowa Derm, signed the check to New West for $100,000 on July 8, 2003.

On November 21, 2003, New West repaid the loan by issuing a $100,000 check payable to Chantal Burnison as specified in the promissory note. The audit team verified that Ms. Burnison deposited the check into Nowa Derm's account.

Loan from David Eagle. In April 2002, New West entered into a multiple advance promissory note with David Eagle. Terms of the note included an interest rate set at the Prime Rate (as defined in the Wall Street Journal on the first business day of each month). Between April 2002 and July 2003, New West received draws of $274,950 on this note. As noted in the A&I audit, this loan was never approved by the New West governance council because, as David Eagle explained, the school's first governance council elections were not held until October 2003; therefore, there was no governing

council to approve the loan. In addition, David Eagle took out personal loans to cover the loan to the school, and rather than having the school make payments to him, David Eagle had the school make payments to his lending institutions directly.

In May 2004, David Eagle issued a revised note to New West for $219,950, with an annual interest rate of 0.375 percent over the prime rate. This revised note required the school to make monthly payments of $5,000. New West's governance council retroactively approved the revised loan on July 9, 2004.

In August 2004, New West refinanced the Eagle note with a promissory note from Pacific Western Bank for $195,000. The governance council approved the Pacific Western loan on July 9, 2004, prior to executing it. Governance council meeting minutes show that David Eagle recused himself from the discussions and the vote on each of these loan approvals at the July governance council meeting.

The audit team recognizes New West's need for start-up funding to ready its school site and the difficulty New West experienced in obtaining traditional funding through a lending institution. However, New West did not create a proper paper trail for this loan, which would include a waiver from David Eagle to receive direct payments and an authorization to pay his creditors directly. Though New West could have better handled the administration of the Eagle loans, the governance council has since remedied these concerns and ameliorated any appearance of impropriety by paying off the Eagle note with the proceeds from a loan with Pacific Western Bank.

C. Expenditures

Assess the propriety of questionable expenditures. Specifically:

C.1. *Follow-up on questionable-looking or incomplete invoices to validate that the vendor exists and provided the goods/services to New West.*

The audit team followed up on the invoices that were incomplete or questionable in appearance by researching the vendors on the Internet and/or with the Secretary of State's office. The audit team also verified, where applicable, the existence of the purchased assets by vouching the assets to the fixed-asset register and physically viewing some of the assets. The audit team found that all of the vendors existed and was able to locate all items tested.

C.2. *Review payments made by New West on behalf of other companies/ individuals, including David Eagle and David Eagle Productions, to verify that the goods/services purchased actually benefited New West.*

Refer to sections A. and C.6. of this chapter. Where possible, the audit team tested for existence of the items, reviewed receipts and invoices, and attempted

to verify the purchases with the vendor. However, several of the payments made to credit card companies were for consumables such as office supplies and copies and the audit team was therefore, unable to verify that New West received the items. In addition, several of the items reimbursed or paid on David Eagle's behalf (as shown in Exhibit 6b) were not substantial in amount and therefore, the audit team did not attempt to verify them with the vendor. New West also could not support some payments with receipts or invoices and it was unable to identify the nature of the purchases (detailed in section C.6.). However, for the large purchases such as computers and equipment, the audit team was able to test the existence of the items purchased, as detailed in section A. of this chapter. Although the audit team did not find any evidence of improprieties, it is clear that New West's procedures and controls over expenditures were inadequate during FY 2003-04.

C.3. *Follow-up on invoices for goods delivered to and/or services provided at addresses other than New West, such as books delivered to William Neil. Verify that New West received the goods and/or that services were rendered at New West.*

During the period that New West was renovating its school site location, vendors delivered some items such as computers and textbooks to addresses other than that of the school. The audit team's testing of fixed assets showed that New West received and is using the Dell computers (shipped to an address other than the school) with the exception of the four missing computers discussed previously. The audit team viewed the inventory of textbooks stored in classrooms and the storage area and reviewed New West's textbook register. In doing so, the audit team verified the existence of similar quantities of books like those purchased by William Neil.

C.4. *Verify that New West has developed and implemented procedures to discontinue the use of personal credit cards to procure goods and/or services on behalf of New West.*

New West implemented procedures requiring approval of all purchases, regardless of the method of purchase, prior to procurement. The audit team did not find any instances of individuals using personal credit cards to purchase goods or services on behalf of New West.

C.5 *Verify that Governing council resolutions are implemented and operational, specifically, the requirements passed in regard to established check issuance safeguards. Determine the propriety of all checks issued to "cash" or "bearer," and ensure that the policies include the prohibition of checks issued to "cash" or "bearer." Furthermore, ensure that checks are not made "payable to" the check signer.*

The audit team reviewed the propriety of 20 checks from FY 2003-04 totaling $10,742.52 (identified in the A&I review), which New West staff either wrote to "cash" or paid to themselves. All the questionable checks fell into one of three categories: (1) Payments for field trip buses, (2) expense reimbursements, or (3) earned salary advances. As shown in Exhibit 6a, New West was able to provide adequate support for $9,296.44 (87 percent) of the questionable checks, but could not provide support for $1,446.08 (13 percent).

Exhibit 6a
New West is Only Able to Support 87 Percent of the Questionable 2003-04 Checks

Payee	Signature	Total Number of Similar Checks	Total Amount of Checks	Amount for Which New West Provided Adequate Support	Unsupported Amounts	New West's Stated Purpose	Audit Team Notes
Cash	Meade	5	$2,850.71	$2,850.71	$-	Cash paid to bus company for school field trips	
Cash	Gill	1	$270.00	$270.00	$-	School bus money	
Gill	Gill	6	$2,943.23	$2,889.13	$54.10	Expense reimbursements	No support or identification of the nature of the reimbursement for $54.10.
Campbell	Campbell	5	$566.99	$431.23	$135.76	Expense reimbursements	No support for $70 in books, $6.36 in supplies, or $59.40 for keys.
Gill	Wire transfer (Gill)	1	$1,465.59	$209.37	$1,256.22	Cobra expense reimbursements	One of seven monthly receipts ($209.37) provided. Delta's financial officer stated that he initiated the transfer based on the single monthly receipt and Gill's indication on the receipt that he incurred the expenses for seven months. New West was unable to provide support for the other six months.
Campbell	Campbell	2	$2,646.00	$2,646.00	$-	Earned salary advances	
Totals		20	$10,742.52	$9,296.44	$1,446.08		

Delta's financial officer explained that the six checks written to "cash" were to pay bus companies the school used for field trips because the bus companies required either cash or a cashier's check. The audit team was able to verify that all these expenditures were valid by reviewing copies of the cashier's checks purchased by New West staff and by reviewing the bus company invoices.

The audit team was able to fully verify seven of the 12 expense reimbursements for Gill and Campbell by reviewing the cancelled checks and supporting receipts. Eleven of the reimbursement checks were for items such as educational conferences, phone charges, and school supplies. As shown in Exhibit 6a, the audit team verified all but approximately $190 of these expenses. Regarding the reimbursement to Gill for Cobra expenses, Delta's financial officer reported that the check in question was for seven months worth of Cobra reimbursements. Although the explanation is plausible, New West could provide a receipt for only one month, leaving $1,256.22 unverified.

Moreover, Delta's financial officer explained that the earned salary advances (ESA) are mid-month advances to all New West employees so that employees can be paid twice a month. The ESA amount is equal to one-half of their monthly total net pay after deductions, and New West deducts this amount from each monthly paycheck. According to the financial officer, in writing these checks to all employees during a payroll conversion period, Campbell inappropriately wrote the two ESA checks in question to herself. The audit team was able to verify that New West deducted the amounts from these ESA checks from Campbell's monthly check.

Because of the lack of evidence for some items, the audit team could not completely rule out that any improprieties occurred. However, given that New West could not fully substantiate five of the 20 questionable items, it is clear that New West's internal controls at the time were inadequate.

As discussed in *Chapter 2,* subsequent to the A&I audit, New West implemented a Fiscal Procedures Manual that establishes procedures and safeguards for issuing checks. Although the manual does not specifically prohibit writing checks to "cash" or "bearer," the audit team did not find any such checks during its review of the school's general ledgers for FY 2004-05 and FY 2005-06.

C.6. *Follow-up on missing receipts for the 16 invoices New West failed to provide during A&I's prior review.*

The A&I auditors requested a sample of 76 FY 2003-04 expenditures from New West to test the adequacy of the school's internal controls and the reasonableness and propriety of expenditures. At the time of the audit, however, New West was only able to supply documentation to support 60 of the expenditures selected. Subsequent to the close of the A&I audit, New West produced further documentation on some of these expenditures.

The 16 "missing" expenditure items totaled $32,841.89. Of this amount, $10,000 represented lease payments for the school's use of the BackStreet

Gallery space. These payments are supported by the lease itself and do not require the submission of invoices.

New West provided the audit team with full support for ten of the missing 16 items (including the BackStreet payments), and partial support for two expenditure transactions as discussed below. The audit team could not find documentation for the following items:

- $933.80 paid to the City of Los Angeles for fines against the property owner during the process of obtaining building permits for the school's renovation work. This payment was in the form of a reimbursement to Jennifer Wen, the community representative on the governance council and school's pro bono architect. The total reimbursement paid to the architect was $1,261.23; however, New West was able to provide receipts only for the $327.43 permit fee and not the fines.

- $1,368 reimbursed to Amy Lemoine, a parent volunteer, for enrollment and admissions materials.

- $6,992.93 reimbursed to one of the school's founders, David Eagle. New West reimbursed these expenditures based on credit card statements, for which several receipts could not be located. New West was able to provide receipts for two items listed in the credit card statements. Details of the unsupported items in the credit card statements are shown in Exhibit 6b.

Exhibit 6b
Items New West Paid from David Eagle's Credit Card Statements for Which Receipts could not be Found

8/20/03	Bode Research Group (school bell system)	$1,713.35
8/21/03	New York Pizza and Pasta	23.30
8/22/03	Staples	82.53
8/29/03	Staples	25.96
9/2/03	Office Depot	66.68
9/2/03	Super Fast Copying	44.60
10/18/03	B&B Hardware	38.18
10/20/03	Staples	714.21
10/22/03	B&B Hardware	22.59
10/22/03	Office Depot	32.64
10/22/03	Smart & Final	9.93
11/6/03	PBI Postage Meter	30.00
10/27/03	No receipts available – General Ledger entry is for "Other Supplies/Office"	3,034.25
1/24/04	No receipts available – General Ledger entry is for "Other Supplies/Office"	1,154.70
Total		**$6,992.92**

In conclusion, the audit team was able to verify the validity of $23,547.16 of these expenditures, but could not evaluate the remaining $9,294.73 (28 percent of the amount identified as having missing receipts by A&I), for reasonableness or propriety because New West could not provide supporting documentation. It is clear that New West neither had nor followed good accounting controls at the time of these transactions.

C.7. *Review personal credit card purchases identified in A&I's expenditure review. Trace all transactions identified on credit card statements to the supporting receipts. If New West cannot provide receipts, attempt to verify through third parties.*

Refer to item C.6. discussed previously. The audit team reviewed the personal credit card purchases identified in the A&I audit and were able to verify some, but not all of the transactions listed on the credit card statements. The audit team verified the propriety of the purchases by reviewing invoices or receipts and by verifying the existence of the assets. Some purchases were of consumable assets, and the audit team could not verify their existence. In some cases, the detail was inadequate to identify the item purchased and in two cases, the audit team could not identify the vendor. It is clear that New West neither had nor followed good accounting controls at the time of these transactions. Without valid receipts or other evidence that the school received these items, the propriety of these items cannot be verified.

C.8. *Review debit card transactions and follow-up on questionable-looking charges, including the two debit card transactions at Disneyland identified during the A&I review. Furthermore, the safeguarding of New West debit and credit cards should be reviewed for adequacy.*

The audit team reviewed the general ledgers for FY 2004-05 and FY 2005-06 for all debit card purchases and found no significant irregularities, other than those listed in Exhibit 2b. In addition, the audit team vouched all debit card transactions for the months of May 2005 through July 2005 from the general ledger to the bank statements and found that New West had accounted for all debit card transactions. Regarding the Disney Christmas Store purchase made on October 12, 2004, New West reported that an employee used the card by accident, thinking that she was using her personal credit card. Upon realizing her mistake, she notified the school and Delta, and upon returning from vacation on October 14, 2004, reimbursed the school for the purchases made on the card. The audit team verified the reimbursement.

Finally, the audit team verified, as discussed in *Chapter 2*, that the school now has only one debit card issued in the name of both the school and the principal, and that it keeps the card locked in a file cabinet when not in use.

C.9. *Ensure that procedures have been developed to properly distinguish invoices as paid upon the issuance of checks. Furthermore, ensure that mitigating procedures are established and operating for payments from invoice copies.*

A review of invoices selected in a sample revealed that for FY 2004 05, only 50 percent of the invoices that should have been stamped or somehow noted as "paid" were actually marked so. New West's performance of this practice improved in FY 2005-06 with all invoices tested that should have been distinguished as "paid" being distinguished as such. Even though the audit team did not find any duplicate payments related to the 2004-05 invoices, New West should continue its efforts to consistently implement the practice of stamping or somehow noting invoices as "paid," to minimize the risk of making duplicate payments.

D. Construction Projects

Review construction contracts for FY 2002-03 and FY 2003-04 for propriety and for evidence of competitive bids. Verify that New West has developed and implemented policies and procedures regarding its subsequent construction contracts. Also, investigate the relationships between New West and architect Jennifer Wen and Golden Star Construction.

As noted in the A&I audit, New West did not receive competitive bids for the construction projects performed in 2003 and 2004. However, due to the recommendation contained in the A&I audit the school pursued obtaining bids for the 2005 construction work.

The audit team reviewed documentation, provided by New West, showing its attempts to obtain competitive bids for the 2005 renovations for its library and media center. The documentation shows that the school contacted five companies for construction bids. Only two of the five submitted bids. Two of the firms contacted never returned New West's calls; and one firm made an appointment to view the job site and pick up architectural plans, but failed to keep the appointment. The two firms that provided bids for the renovation work were Golden Star Construction and KRB Construction, with bids of $92,320 and $97,670, respectively. New West selected Golden Star Construction, the firm that had performed the prior two renovation projects.

To determine if a relationship existed between New West, Golden Star Construction, and Jennifer Wen, the audit team conducted searches and reviews of: company ownership information with the Secretary of State, the Internet, invoices, and bank statements. The audit team also interviewed New West staff and the owner of Golden Star Construction. The audit team found no evidence of improprieties or a relationship between any of the parties and no evidence that Ms. Wen received any benefits from her pro bono work as the school's architect.

E. Related-Party Transactions

Determine whether any related-party transactions exist. Ensure that charter school funds were not used for the personal benefit of any governing council member, director, or fiduciary of New West. Specifically, the relationship between Jennifer Wen and New West should be further investigated to ensure that her work as the remodel architect did not result in preferential treatment or status as a "founder." If she is identified as a founder, her status as such should be further investigated to ensure that she met the criteria as established in New West's approved charter.

The audit team's detailed testing did not uncover any evidence of personal benefit to governing council members or the principal of New West. However, as discussed in the A&I audit, it is improper for governing council members to write checks to themselves or to pay their own credit cards, especially without complete supporting documentation.

Further, the audit team did not find evidence that Ms. Wen gained personal benefit from acting as the school's pro bono architect. Ms. Wen is not designated as a school founder.

RECOMMENDATIONS

In addition to the recommendations contained in chapters 1 through 5, which address the current state of New West and are not restated here, the audit team provides the following recommendations to address the deficiencies identified in the A&I audit and in the follow-up of the unfinished A&I work contained in this chapter.

New West should implement and adhere to all the recommendations in the A&I audit memorandum.

To improve its administration and controls over loan transactions, New West should:

- Ensure it is seeking loan repayment extensions, when necessary, prior to the due date of the payment.
- Before entering into the transaction, create a proper paper trail for all loans including a loan agreement, evidence of governing council approval, and documentation showing approved loan repayment methods.

To strengthen its administration and controls over expenditures, New West should update its Fiscal Procedures Manual and implement policies:

- Prohibiting payments for items shipped to an address other than New West, billed to an entity or individual other than New West, or to personal credit cards without approval and proper receipts.

- Prohibiting the writing of checks to "cash" or "bearer" or to the person signing the check.
- Requiring staff to stamp or somehow mark all paid invoices as "paid."
- To eliminate the appearance of improprieties, New West should continue to seek evidence/justification or seek reimbursement for the unsupported expenditures identified in this chapter, particularly the October 27, 2003 and January 24, 2004 items listed in Exhibit 6b.

(Endnotes)

1. Please see Appendix A for a complete summary of the California Department of Education's A&I Division's March 2005 findings and recommendations.
2. One vice principal is also a teacher.
3. Feddersen and Company, LLP, Certified Public Accountants, conducted New West's fiscal year (FY) 2003-04 external financial audit. This is an annual, recurring audit designed to express an opinion on New West's financial statements.
4. The principal or her designee made these transactions.
5. New West fits into this category.
6. The person who stole the computer was caught on the school's surveillance system and reported to the police. According to school staff, although the police arrested the perpetrator, they did not recover the computer.
7. Although Delta's financial officer is a financial advisor for EPCS, he does not sit on the EPCS or New West Board of Directors/Governing Council or have authority to make loans.
8. P-2 represents the Second Principal Apportionment in which funding is distributed to schools pursuant to a statutory student attendance based formula.

APPENDIX A

Summary of March 2005 Audit Findings and Recommendations From the California Department of Education Audits and Investigations Division

Weak Internal Controls	Addressed in This Report, Chapter:
Observation 1 New West does not have adequate internal controls over purchasing and does not adequately segregate duties for significant accounting processes.	2
Findings • New West's office manager received cash, prepared cash deposits, and made deposits. • New West's office manager purchased goods and services, received goods and services, generated checks, and signed checks. • New West's council chair had check-signing authority and was authorized to make purchases on behalf of the school with no secondary signature required on checks. • New West allowed its council chair to make unrestricted credit card purchases that were subsequently reimbursed to him. • New West allowed its council chair to commingle personal purchases with school purchases on personal credit cards. • New West council and staff were not following its guidelines that called for all checks amounting to $2,500 or more to contain dual signatures.	
Recommendation 1 Implement policies and procedures to ensure separation of duties and safeguarding of assets.	
Observation 2 New West did not maintain adequate controls over its fixed assets.	2
Findings • New West did not maintain adequate fixed asset information to ensure that it properly accounts for its assets. • New West did not affix identification labels to its fixed assets. • New West did not conduct regular inspections of fixed assets.	
Recommendation 2 Maintain complete inventory records containing asset descriptions, acquisition dates, useful life, location, serial numbers, cost, and accumulated depreciation; conduct annual physical inventories of assets.	
Observation 3 Debit cards were not adequately safeguarded or secured to prevent unauthorized or personal purchases.	2
Findings • New West issued debit cards in the name of the individual holding them, not in the name of the school. • New West allowed debit cards to be carried by individuals rather than safeguarding the cards at the school while not in use. • Poor internal controls led to the debit cards being inadvertently used for personal purchases by New West employees.	
Recommendation 3 Implement safeguards over the custody and use of debit cards; issue debit cards in the name of the school to avoid use for personal purchases.	

Weak Internal Controls *(continued)*	Addressed in This Report, Chapter:
Observation 4 New West did not maintain adequate documentation for expenditures or provide an adequate audit trail to ensure costs are related and necessary to the school. At times, these weaknesses resulted in duplicate payments.	
Findings • New West often paid expenditures based on credit card statements without original purchase receipts. • New West used credit cards that were not in the name of the school to make major purchases for the school. • New West routinely paid invoices billed to other entities. • New West did not require original invoices for payment or reimbursement. • New West did not employ consistent methods to distinguish invoices as paid.	**2**
Recommendation 4 Implement a process to document purchase requests, approvals, and payment of school expenditures; maintain original invoices to provide an audit trail for support of all school expenditures.	
Observation 5 New West had little or no controls over contracting.	
Finding • New West did not obtain multiple bids and/or establish a clear scope of work for several significant construction contracts awarded to renovate the school building.	**4**
Recommendation 5 Develop procedures to ensure that all contracts and agreements clearly identify the scope of work and institute a governing council approval process to ensure all contracts, loans, and agreements are in the best interest of the school and reflect reasonable market value.	
Observation 6 The election process did not ensure the integrity of ballot tallying.	
Finding • A council candidate was responsible for tallying votes of the council election for which he won.	**5**
Recommendation 6 Develop and implement written policies and procedures delineating the governing council selection process to ensure that individuals running for election are not part of the vote tallying process.	
Observation 7 Internal controls over bank accounts were not adequate to detect recording errors or irregularities in a timely manner.	
Findings • Fifteen checks from one account were payable to individuals that were also the sole signer on the checks. • Checks from the fundraising activity account were payable to "cash." • Debit card use did not require advance authorization.	**2**
Recommendation 7 Reconcile bank statements to accounting records on a monthly basis to timely detect errors or irregularities.	

Expenditures	Addressed in This Report, Chapter:
Observation 8 New West was not maintaining adequate support for expenditures to provide substantiation for the reasonableness and propriety of expenditures.	
Findings • Out of a sample of 76 expenditures selected for testing, the school could provide support for only 60. • Not all of the supporting documents provided for the 60 expenditures provided adequate substantiation for the purchase. • New West paid several invoices billed to other businesses rather than to New West. • Some invoices indicated shipping addresses other than the school's address. • Several invoices contained such limited information that it was impossible to determine whether the school received the goods or services.	2
Recommendation 8 Implement control procedures to ensure all expenditures are adequately documented with purchase requests, approvals, and original invoices; ensure that all expenditures are reasonable and necessary to the operation of the school.	
Related-Party Transactions	
Observation 9 New West entered into several related-party contracting agreements and arrangements that the auditors considered improper business transactions because they increased the opportunity for misappropriation or personal gain to the related parties.	
Findings • One of the founding governing council members loaned New West $300,000 in 2002 via a personal line of credit. New West's council retroactively approved the loan note in 2004. • The school engaged in questionable practices on the $300,000 loan by making direct payments of credit card and mortgage bills for the founder. • New West secured a $100,000 short-term, interest free loan in 2003 from a parent. A company called Nowa Derm issued the loan proceeds check to New West; however, the school's repayment of the loan was made payable directly to the parent and not to Nowa Derm. • In 2004, New West obtained a $2,000 interest free loan from Delta Managed Solutions; the school's contracted financial manager.	5
Recommendation 9 Implement written conflict-of-interest policies, which include full disclosure, abstention from discussion, and abstention from decision-making requirements if a related-party transaction exists.	
Other	
Findings The A&I audit identified other concerns that were outside the scope of its audit objectives. The other findings led the auditors to express concern over New West's cash flow and its ability to continue to effectively operate as a viable charter school. • During 2004, New West secured an interim cash flow loan for $50,000 from Eagle's Peak Charter School. • New West actively and aggressively solicited contributions from student families.	3

APPENDIX B

Items Requested by the California State Board of Education in its May 2005 Notice to Cure Letter to New West Charter School

	Documentation Requested
1.	Evidence of the maintenance of complete inventory records containing asset descriptions, acquisition dates, useful life, location, serial numbers, cost, and accumulated depreciation.
2.	Evidence that the school conducts annual physical inventories of assets and reconciles the inventories to the accounting records.
3.	Policy requiring the capitalization of property for accounting purposes when the property has a normal life of at least one year and a per-unit cost of at least $1,000, and evidence that accounting staff have been trained on the methods and procedures for the capitalization of the property in the general ledger and record retention procedures.
4.	Evidence that bank accounts, credit cards, and debit cards are assigned in the name and address of New West to avoid the use of personal credit cards, and that the school maintains secure school credit and debit cards to prevent unauthorized or personal purchases.
5.	Evidence the school has implemented a process to document purchase requests, approvals, and payment of school expenditures, and that it maintains original invoices to provide an audit trail and support for all school expenditures.
6.	Procedures to ensure that all contracts and agreements clearly identify the scope of work to be performed.
7.	Evidence of a governing council approval process to ensure that all of New West's contracts loans, and agreements are in the best interest of the school and reflect reasonable market values.
8.	Policy requiring the approval from the governing council and proper documentation and execution of the notes for all borrowings over $5,000, and evidence that accounting staff has been trained on methods and procedures for recording borrowings in the general ledger and records retention procedures.
9.	Written policies and procedures delineating the governing council selection process to ensure that individuals running for election are not part of the vote tallying process, and evidence that new policies have been implemented.
10.	Procedures that require: (1) annual approval by the governing council of all authorized signers and bank accounts; (2) reconciliation of bank statements in a timely manner by someone other than the persons that participate in the receipt and disbursement of cash; (3) preparation of checks to vendors and representatives of the school only from original invoices; and, (4) establishment of certain threshold dollar amount over which governing council approval and two signatures are required.
11.	Evidence of a written conflict-of-interest policy, which includes full disclosure, abstention from discussion, and abstention from decision-making requirements if a related-party transaction exists.
12.	Evidence of the installation of a system and implementation of a written policy on procedures and instructions in order to maintain and reconcile the attendance of the school. Evidence that appropriate members of school staff have been cross-trained in the policies and procedures .
13.	Revised P-2[8] for 2004 to report the correct ADA for the fiscal year ending June 30, 2004.

December 1, 2005

Mr. Thomas E. Henry
Executive Officer
Fiscal Crisis & Management Assistance Team
1300 – 17th Street, City Center
Bakersfield, CA 93301

Dear Mr. Henry,

New West Charter School has reviewed your draft audit report entitled "Internal Draft Report of the New West Charter Middle School Follow-Up Audit". We appreciate the opportunity to respond to the draft report. Enclosed is the New West Charter School response to the report's recommendations.

We truly appreciate the attention to accuracy and detail that the MGT auditors put into the process. MGT staff have been professional and at all times available to discuss the issues. Please extend our appreciation to those who participated in this review.

As indicated in the enclosed response, New West continues to improve its financial management and is committed to making further improvements by addressing the issues presented in this report. If you have any questions concerning the response, please contact me at 310-943 5444.

Sincerely,

(signed by Sharon Weir)

Sharon Weir, Ed. D.
Director/Principal

New West Overview Response to Follow-Up Audit by MGT of America Dated November 30, 2005

Presented to:

Mr. Thomas E. Henry, Chief Executive Officer
Fiscal Crisis & Management Assistance Team
1300 - 17th Street - City Centre
Bakersfield, California 93301-4308

December 1, 2005

Overview of New West Response to MGT Audit

New West accepts the factual findings of the MGT Follow-up Audit of November 30, 2005, and will implement all of the auditor's recommendations to continue to improve the school's financial management and administrative procedures. New West believes that the audit exceptions are typical of what should and can be expected of any new charter school or any other small start-up business. New West regrets the tone of certain pessimistic language reflective of past inadequacies of a new school going through the labors of opening. New West would prefer a more optimistic tone about the achievements of a successful school committed to continued improvement in the management of its financial affairs. The audit exceptions in the months before and after the school's opening in September 2003 are attributable to the lack of any substantive written fiscal policies at the time. In contrast, the few audit exceptions in the last six months are typical of a fledgling charter school in substantial compliance with its new Fiscal Procedures Manual and sound business practices. New West is pleased to have independent confirmation that there has been no financial impropriety, misuse of public funds, conflict of interest, fraud, embezzlement, or other fiscal irregularities. There is the embarrassment, however, that New West is less than 100% compliant with some of its fiscal policies and procedures. New West welcomes the auditor's detailed recommendations for improvement. New West will not be satisfied with its financial management until the school meets standards as high as the school's exemplary academic performance.

1

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New West's fiscal affairs have been audited three times in the last year covering the school's start-up to the present (June 2003 to September 2005).[1] Most audit exceptions took place in the first six months when the school site was developed and the school opened in a new building with new teachers, new parents, and new students. Unfortunately, the founding Principal/Director and the outside firm responsible for the school's financial management failed to develop and implement written fiscal policies and procedures. The Governance Council, which did not begin oversight until its first meeting on October 28, 2003, eventually negotiated the resignation of the Principal/Director at the end of the 2003-04 school year. Equally damaging were the complaints of a group of dissonant parents who advanced their agenda through personal attacks on the school's founder, including unsubstantiated charges of financial improprieties. These complaints[2], now known to be without merit, led to the CDE's A&I audit[3] and the eventual resignation of the school's founder from the Governance Council in June 2005. New West leadership during 2004-05 became problematic because of the health-related resignation of the school's second Principal/Director and stewardship for several months under an excellent but temporary interim Principal/Director.

New West is now stable administratively under the leadership of Dr. Sharon Weir, who came to New West in February 2005 from her position as director of the highly regarded Seashore Learning Center in South Padre Island, Texas. New West now has a Fiscal Procedures Manual approved by its Governance Council in April 2005. The manual was then

revised in July 2005 in response to the recommendations of the A&I audit. The school staff was trained in April and July 2005 in the fiscal procedures that must be followed. Dr. Weir has extensive knowledge of the school's fiscal policies and procedures because of her involvement with the A&I and MGT audits. She is as committed to resolving any and all audit exceptions as she is to further improving New West's academic standing.

3

New West is pleased to find that the MGT audit revealed that the school is already in full compliance with many policies in its Fiscal Procedures Manual. New West is also already 100% compliant with other policies that the auditor suggests should be added in writing to the Fiscal Procedures Manual. In the remaining instances, where audit exceptions were noted, New West intends to continue to improve its practices as recommended by the auditors. New West will take the following actions to guarantee improvement in the school's fiscal management:

4

- Implement, immediately, financial and management practices that bring the school into full compliance with all audit recommendations as of December 1, 2005.
- Formulate a formal, written Implementation Plan by January 15, 2006, that specifies how the school intends to address the concerns raised in the A&I and MGT audits. New West will work with the Charter Schools Division of the CDE in developing this plan and will submit 60 day, 6 month, and 12 month reports on the school's progress toward meeting the goals of the Implementation Plan.
- Hire an on-campus business manager to take over the fiscal and administrative management services now performed by Delta Managed Solutions in Sacramento.
- Revise the Fiscal Procedures Manual to take into account all A&I and MGT audit recommendations.
- Conduct annual and ongoing training of staff on sound fiscal practices in accordance with the Fiscal Procedures Manual (to be conducted by the on-campus business manager).
- Institute a voluntary program of monthly, on-site, "snap-shot" small sample audits conducted to assure continued compliance with the Fiscal Procedures Manual (to be conducted by Ms. Bessie Wong, CPA, who is an elected parent representative on the Governance Council).
- Continue the strategy of paying down loans for the school's start-up costs as aggressively as possible while maintaining adequate cash reserves to guarantee the school's fiscal viability.
- Apply to the SBE for a one-year extension of the school's Charter to a full five years ending June 30, 2007. This extension provides time to demonstrate to the LAUSD and the SBE, in anticipation of charter renewal beginning July 1, 2007, that New West has fulfilled the Implementation Plan and can manage its fiscal affairs without exception.

New West Individual Response to Follow-Up Audit by MGT of America Dated November 23, 2005

Presented to:

Mr. Thomas E. Henry, Chief Executive Officer
Fiscal Crisis & Management Assistance Team
1300 - 17th Street - City Centre
Bakersfield, California 93301-4308

December 1, 2005

EXECUTIVE SUMMARY

MGT Finding: "New West Developed New Fiscal and Administrative Procedures but Has Not Consistently Implemented Them"

1) New West Response: New West has been working to improve the implementation of the internal controls and will continue to strive to perfect the system to ensure all recommended controls are put in place CONSISTENTLY.

MGT Finding: "Many Prior Audit Questions Related to FY 2003-04 Resolved — Some Questions Remain"

2) New West Response:
While there was some inconsistency with putting into practice the fiscal procedures in the first year, it is very clear from the MGT Audit Report that New West has indeed made a significant improvement in year 2004-05 and even more so in year 2005-06. As the Audit Report stated, "Although the school did not exercise sound controls in this transaction, the audit team did not find any evidence of improprieties."
Furthermore, MGT Audit Report states that since 87% of the checks were properly substantiated there were only 13% with no support provided. "Although the school did not exercise sound controls in this transaction, the audit team did not find any evidence of improprieties." A reasonable conclusion should be that there were no improprieties at all.

5

3) MGT Recommendations - New West agrees to all of the following recommendations to improve its fiscal management:

"The following highlights some of the key recommendations from this report. Please refer to the end of each chapter for a complete list of recommendations."

"To improve its administrative and accounting internal controls, New West should:

- Consistently implement and monitor its procedures requiring the use of purchase orders and requisitions for purchases, original invoices prior to making payments, and goods received reports with dual signatures.
- Promptly investigate and resolve all items not in compliance with its fiscal procedures.
- Closely control and monitor the use of its debit card.
- Implement a policy for receiving goods during school closures—to ensure delivery of all school purchases to the school.

- Revise its policy requiring dual signatures on checks greater than $1,000 to require dual signatures on all checks.
- Maintain a log of cash and checks received and deposit all cash and checks within seven days of receipt."

"To improve its cash position and cash management abilities, New West should:

- Strive to accumulate cash reserves of at least one full payroll and continue its efforts to secure a revolving line of credit for contingencies.
- Establish and implement policies for cash-flow management and cash budgeting, including a cash-flow contingency plan."

"To improve its contracting practices, New West should update its contracting procedures to require:

- Contract monitoring to ensure all parties fulfill the terms of contracts.
- Staff to maintain documentation in the contract file evidencing the competitive bids obtained and the justification of need.
- Staff to make all contract modifications in writing and prohibit initiation of services or continuance of a contract until the contract is properly executed—including prior governing council authorization."

"The audit team provides the following recommendations to address the deficiencies identified in the A&I audit and in our follow-up of the A&I audit work for FY 2003-04. To further improve its administration and accounting internal controls, New West should:

- Implement and adhere to all the recommendations in the A&I audit memorandum.
- Prohibit payments for items shipped to an address other than New West, billed to an entity or individual other than New West, or to personal credit cards without approval and proper receipts.
- Create a proper paper trail for all loans including a loan agreement, evidence of governing council approval, and documentation showing approved loan repayment methods.
- Prohibit the writing of checks to 'cash' or 'bearer.'
- Require staff to stamp all paid invoices as 'paid.' "

"Finally, New West should continue to seek evidence/justification or seek reimbursement for the unsupported expenditures identified in this report."

6 It is evidenced by the result of the MGT audit that New West continues to tighten up the controls with new procedures, and the plan to put additional procedures in place. The "exceptions" were substantially reduced year by year.

CHAPTER I: BACKGROUND

CHAPTER 2: SAFEGUARDING OF ASSETS (Year 2003-04)

A. Controls over Disbursements

MGT Finding: "New West Disbursement Functions Had Significant Control Weaknesses"

7 **4) New West Response:** 2003-4 was the very first year of operation for New West and the audit proves that significant improvement has been made since.

MGT Finding: "New West Has Developed Policies for Procurement and Disbursement but is Not Consistently Following Them"

5) New West Response: The audit noted substantial improvement in following the purchasing and payment procedures in the school's Fiscal Procedures Manual, i.e.: the Fiscal Procedures Manual had been revised and updated to ensure prior authorization for purchases; proper approval for reimbursements; control is also now in place when goods are received by staff of New West; the control of the usage of debit card; the elimination of the potential for duplicate payments, and shipping of goods to an address other than New West. These have not occurred since 2004. As a result of the commitment the exceptions have decreased significantly (from 87% to 13% of the sample tested by MGT) within a short period of 3 months. New West understands that these must be followed consistently

MGT Finding: "New West Does Not Consistently Follow Its Procedure Requiring Dual Signatures on Checks for More Than $1,000"

8 **6) New West Response:** The dual signatures policy was introduced to New West in April 2005. In the short period of 4 months New West had shown significant improvement ranging from 71% compliance to 100% as evidenced by the MGT audit result. This will be increased to 100% compliance consistently.

B. Controls Over Cash

MGT Finding: "New West Updated Its Fiscal Procedures Manual and Conducted Training for Staff"

7) New West Response: As indicated in the MGT Audit Report New West did not receive any written guidelines or training for its cash control until April 2005. The MGT audit shows that "….the office manager and staff exhibited familiarity with the policies and indicated that they understood the procedures as well as the importance of having an adequate separation of duties." New West will continue to adhere to policy on cash controls as we understand that this is a vital procedure to follow.

MGT Finding: "New West Is More Timely in Making Deposits, but Does Not Consistently Make Deposits within Seven Days as Its Procedures Require"

8) New West Response: New West will review in its entirety the manner of depositing and recording checks. We will make every necessary adjustment to accomplish a timely system for depositing checks.

MGT Finding: "New West Maintains Adequate Controls over Bank Reconciliations and the Issuance of Its Debit Card"

9) New West Response: Noted and Agreed

C. Controls Over Fixed Assets and Textbooks

MGT Finding: "New West Implemented a Fixed Asset and Textbook Inventory Tracking System and Procedures"

10) New West Response: Noted and agreed

MGT Finding: "New West Determined that It Had Several Missing Items upon Completion of Its Inventory Count of Fixed Assets"

11) New West Response: New West agrees that this is an unfortunate occurrence and has taken proper measures to safeguard all the assets as suggested in the MGT Audit Report. We are confident that "With its new procedures and systems in place, New West has reduced the likelihood of further losses" as outlined in the MGT Audit Report.

MGT Finding: "New West's Asset Tracking Systems are Working as Designed"

12) New West Response: Noted and Agreed

D. MGT Recommendations
New West agrees to all of the following recommendations to improve its fiscal management:

"To improve its controls over purchasing and disbursements, New West should:

- Fully implement and monitor its procedures requiring the use of purchase orders and requisitions for purchases, original invoices prior to making payments, and receiving reports with dual signatures for goods received.
- Promptly investigate and resolve all items not in compliance with New West's fiscal procedures.
- Closely monitor and control the use of its debit card and promptly investigate any deviations from its procedures.
- Implement a policy for receipt of goods during school closures to ensure delivery of all school purchases to the school.
- Revise its policy requiring dual signatures on checks greater than $1,000 to require dual signatures on all checks.
- Notify the bank of its policy requiring dual signatures on all checks."

"To improve its controls over cash, New West should:

- Maintain a log of cash and checks and deposit all cash and checks within seven days of receipt.
- Conduct surprise cash counts periodically to ensure staff receive and record all cash promptly and accurately.
- Ensure it completes bank reconciliations in a timely manner."

"To improve its controls over its fixed assets, New West should:

- Consider implementing electronic fixed-asset and textbook tracking and inventory systems.
- Implement a checkout system for portable equipment to track the user and location of the asset.
- Follow its policy for conducting annual physical inventory counts."

CHAPTER 3: NEW WEST'S FISCAL VIABILITY

MGT Finding: "New West's Limited Cash Reserves Make it Vulnerable to Insolvency if Circumstances Change"

13) New West Response: The school indeed continues to face low cash reserves for the remainder of the fiscal year as a result of lower than expected ADA in 2004-5, but is on track to improve the balances significantly by the end of the 2005-6 year. New West understands the importance of building up reserves for unforeseen financial needs and is working hard to accumulate sufficient cash reserves.

MGT Finding: "New West Lacks Written Policies for Cash Management"

14) New West Response: New West will adopt written cash management and debt management policies and incorporate them into our fiscal procedures manual immediately.

MGT Finding: "New West's Reserve Balance Dipped, but Shows Recovery in Coming Year"

15) New West Response: As shown in the MGT Audit Report New West has shown steady improvement in the reserve balance. New West will make this one of its priority to ensure that the school continues to be financially viable.

MGT Finding: "The Assumptions behind New West's Cash-Flow Projections Seem Reasonable"

16) New West Response: Noted and Agreed

MGT Recommendations
New West agrees to all of the following recommendations to ensure continued financial viability:

"To improve its cash position and cash management abilities, New West should:

- Strive to accumulate cash reserves of at least one full payroll and continue its efforts to secure a revolving line of credit for contingencies.
- Establish and adhere to written policies for cash-flow management and cash budgeting, including a cash-flow contingency plan."

CHAPTER 4: CONTRACTING PROCESSES

Controls Over Contracting

MGT Finding: "New West Developed But Does Not Fully Comply With Its Contracting Procedures"

17) New West Response: New West will make sure all future contracts are reviewed by the Governing Board and a qualified attorney before execution. New West will also monitor all future contracts to ensure all parties fulfill the terms of contracts.

MGT Recommendations
New West agrees to all of the following recommendations to improve its contracting processes:

"To improve its contracting practices, New West should update its contracting procedures to require:

- Contract monitoring to ensure all parties fulfill the terms of contracts.
- Staff to maintain documentation in the contract file evidencing the competitive bids obtained and the justification of need.
- Staff to make all contract modifications in writing and prohibit initiation of services or continuance of a contract until the contract is properly executed—including prior governing council authorization."

CHAPTER 5: GOVERNANCE

MGT Finding: "New West's Governing Council Has Adopted and Implemented Election Procedures"

19) New West Response: Noted and Agreed

MGT Finding: "New West Established and Implemented Conflict-Of-Interest Policies and Procedures"

20) New West Response: Noted and Agreed

MGT Finding: **"**The Audit Team Found No Evidence of Fraud or Preferential Treatment Concerning the Related-Party Transactions"

21) New West Response: Noted and Agreed

MGT Recommendations
Noted and Agreed

"To ensure sound governance of the school, New West should continue its efforts to implement and adhere to the recommendations made by the A&I auditors with respect to governance and related-party transactions."

CHAPTER 6: FOLLOW-UP ON A&I'S AUDIT WORK

MGT Recommendations
New West agrees to all of the following recommendations to improve its fiscal management:

"In addition to the recommendations contained in Chapters 1 through 5 — which address the current state of New West and are not restated here — the audit team provides the following recommendations to address the deficiencies identified in the A&I audit and in our follow-up of the unfinished A&I work contained in this Chapter."

"New West should implement and adhere to all the recommendations in the A&I audit memorandum."

"To improve its administration and controls over loan transactions, New West should:

- Ensure it is seeking loan repayment extensions, when necessary, prior to the due date of the payment.
- Create a proper paper trail for all loans including a loan agreement, evidence of governing council approval, and documentation showing approved loan repayment methods—in advance of entering into the transaction."

"To strengthen its administration and controls over expenditures, New West should update its Fiscal Procedures Manual and implement policies:

- Prohibiting payments for items shipped to an address other than New West, billed to an entity or individual other than New West, or to personal credit cards without approval and proper receipts.
- Prohibiting the writing of checks to 'cash' or 'bearer' or to the person signing the check.
- Requiring staff to stamp all paid invoices as 'paid.'
- To eliminate the appearance of improprieties, New West should continue to seek evidence/justification or seek reimbursement for the unsupported expenditures identified in this Chapter—particularly the October 27, 2003 and January 24, 2004 items listed in Exhibit 6a."

(Endnotes)

1. The three audits are: (1) New West's annual independent audit of December 2004 for 2003-04 fiscal year by Fedderson and Company, LLP, Certified Public Accountants; (2) CDE's Audits and Investigations Division audit received by New West on April 19, 2005, but dated March 2, 2005, covering the period July 2003 to June 2004 (i.e., the A&I audit); and (3) the present MGT of America, Inc., follow-up audit issued December 5, 2005, covering the period from June 2003 to October, 2005 (i.e., the MGT audit).

2. These complaints were communicated to the CDE but not shared with New West for months until the CDE was informed of the school's intent to file a Freedom of Information request for copies of all complaints against the school.

The Audit Team's Comments on the Response from New West Charter Middle School

To provide clarity and perspective, we are commenting on the New West Charter Middle School's (New West) response to our audit. The numbers correspond to the numbers we have placed in New West's response.

1 The audit team believes that the tone of the audit is fair and reasonable based on the facts and findings presented. We find it disconcerting that New West finds the tone of the audit to be "pessimistic" and question whether New West fully understands the magnitude of problems that can occur—as we outline in the report—when sound internal control practices are not followed.

2 New West's statement is misleading and overstates the findings in the audit report. Although the audit team did not find specific evidence that improprieties occurred, some items remain unresolved. Specifically, New West is unable to provide evidence to support the validity of several expenditures or the existence of three fixed asset items—leaving open the question as to whether improprieties occurred. Therefore, it is inaccurate for New West to assert that "there has been no financial impropriety, misuse of public funds, fraud, embezzlement, or other fiscal irregularities." More accurately, as stated in the report: although the audit team found no improprieties, the unresolved items remain susceptible to impropriety.

3 The audit team found no evidence that New West is already 100 percent compliant with the recommended additions to its Fiscal Procedures Manual. For example, as discussed in the report, the audit team found that New West:

- Does not promptly investigate and resolve items not in compliance with its procedures,
- Neither has nor follows a policy for receiving goods during school closures,
- Neither has nor follows a policy requiring dual signatures on all checks,
- Does not maintain a log of cash and checks received,
- Does not conduct surprise cash counts,
- Does not have a checkout system for portable equipment, and
- Neither has nor follows cash management practices.

4 It does not seem plausible that New West could bring itself into full compliance with all the audit recommendations immediately when New West asserts (in the next bulleted response) that it will not develop an implementation plan for addressing the audit concerns until January 15, 2006.

5 New West is wrong. Its statement is misleading and overstates the findings in the audit report. Although the audit team did not find specific evidence that improprieties occurred, some items remain unresolved. Specifically, as New West reiterates in its response, New West is unable to provide evidence to support the validity of several expenditures—leaving open the question as to whether improprieties occurred. Without sufficient, competent evidential matter to support all expenditures, New West's definitive assertion that a reasonable conclusion is "there were no improprieties at all" is unreasonable. More accurately, as stated in the report: although the audit team found no improprieties, the unresolved items remain susceptible to impropriety.

6 It is inaccurate to imply that the audit results provide evidence that New West has a "plan to put additional procedures in place." New West did not mention or provide any such plan to the audit team.

7 The audit reveals that although New West has improved its accounting and administrative controls, further improvements are needed.

8 New West's response only addresses three of the four months reviewed after New West implemented its procedure requiring dual signatures on all checks greater than $1,000. To be accurate, the audit team found that New West's compliance ranged from zero to 100 percent (zero percent in May, 71 percent in June, 100 percent in July, and 83 percent in August).

ITEM # 19

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
2005 History-Social Science Primary Adoption: Consideration of Board Committee Recommendations; Adoption of Edits and Corrections for Grades Six Through Eight; Motion to Amend Action Taken by Board on November 9, 2005, Regarding Curriculum Development Commission's Review of Ad Hoc Committee Edits and Corrections	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) review and take action on recommendations of the five member Board committee regarding edits and corrections for the 2005 History-Social Science Primary Adoption grades six through eight. The list of edits and corrections, with recommendations of the five-member SBE committee, will be provided as a last minute memorandum.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- **January 8, 2003**: The SBE adopted the evaluation criteria for the 2005 History-Social Science Primary Adoption.

- **November 13, 2003**: The SBE adopted the 2005 History-Social Science Primary Adoption Timeline.

- **November 9, 2004, and January 12, 2005**: The SBE approved appointment of Instructional Materials Advisory Panel (IMAP) members and Content Review Panel (CRP) experts to review kindergarten through grade eight instructional materials for the 2005 History-Social Science Primary Adoption.

- **November 9, 2005:** The SBE took action to adopt ten basic instructional materials programs in history–social science, pending approval of final edits and corrections in the instructional materials.

- **January 12, 2006:** The SBE appointed a committee of five members to meet and review the December 2 actions of the Curriculum Commission regarding the Ad Hoc Committee's edits and corrections, and submit recommendations as to all edits and corrections the committee deems appropriate to the full SBE at its March 2006 meeting.

SUMMARY OF KEY ISSUES

Statutory Requirements

Education Code (*EC)* Section 60200(b)(1) calls for adoptions to occur "not less than two times every six years" for language arts, mathematics, science, and history-social science, and "not less than two times every eight years" in other subjects. The first instructional materials adoption following the SBE adoption of new evaluation criteria is termed a "primary adoption" and creates a new adoption list. The last primary adoption for history-social science was in 1999.

Edits and Corrections Chronology

Deliberations – July 2005
During deliberations, July 11-14, 2005, 12 CRP experts and 62 IMAP members evaluated 12 programs submitted for the 2005 History-Social Science Primary Adoption. After reaching consensus on their recommendations, the reviewers developed a *Report of Findings* for each program that included identified edits and corrections. These reports were forwarded to the Curriculum Commission for action.

Additional CRP Edits and Corrections – July-August 2005
Some of the CRP experts gave their comments orally to the panels during deliberations and then submitted additional written comments, edits, and corrections after the panels had completed their deliberations. These additional edits and corrections were included in the Curriculum Commission's September meeting materials. Some of these items were recommended by CDE staff to be included as an edit or correction. The Curriculum Commission included the recommended edits and corrections in the motions to recommend each program to the full Curriculum Commission.

A number of the additional CRP comments, edits, and corrections were not recommended by CDE staff for one or all of the following reasons: 1) no specific language was provided as a correction, 2) the proposal would have resulted in a change, or 3) the comment was an opinion and not an edit or correction.

Curriculum Commission Action – September 2005
On September 28-30, 2005, the Curriculum Commission reviewed the CRP/IMAP *Report of Findings,* conducted 2 public hearings, and took action to forward recommendations to the SBE on the 12 programs submitted for adoption. The Curriculum Commission included in its recommendations all of the edits and corrections identified during deliberations, those additional CRP edits that were recommended for approval, and a number of additional edits and corrections that were submitted at the meeting by one of the Commissioners.

SUMMARY OF KEY ISSUES (Cont.)

Ad Hoc Committee – October 2005

Prior to the Curriculum Commission meeting, the CDE received several thousand pages of public comment, including detailed suggestions for edits and corrections from several advocacy groups. Due to the volume of public comments, the Curriculum Commission created an Ad Hoc Committee consisting of three Commissioners (including Chair Baker, with Commissioners Keys and Matsuda) and former Commission Chair Edith Crawford. The Ad Hoc Committee was charged to review the extensive written reports and comments and select specific edits and corrections to be included with the Curriculum Commission's recommendation to the SBE. The Ad Hoc Committee was also directed to review the additional CRP edits that had not been recommended for approval by the CDE staff.

The CDE contracted with four content experts to evaluate the material and recommend specific edits and corrections to the Ad Hoc Committee. The Ad Hoc Committee met on October 31, 2005, to review the submitted list of edits and corrections. Advocacy groups submitted additional materials on the day of the meeting, but due to the length of these documents and the limited time available, these additional materials were not addressed by the Committee. However, many of the specific concerns and issues raised by these groups were already addressed in the previous group of edits and corrections in September. All of the individual and the advocacy group written submissions were forwarded to the SBE as public comment.

In all, the Ad Hoc Committee reviewed 684 edits, of which 499 were approved and added to the Curriculum Commission's recommendation to the SBE. This addressed 73 percent of the submitted edits and corrections.

SBE Action – November 2005

The SBE took action on the 2005 History–Social Science Adoption on November 9, 2005, and directed the full Curriculum Commission to reexamine the Ad Hoc edits and corrections at its next meeting. The SBE directed the Curriculum Commission to:

- Accept only those edits and corrections that improve the factual accuracy of materials
- Accept those edits and corrections that do not contradict the Curriculum Commission's requested edits and corrections as approved on September 30
- Accept no additional edits and corrections

CDE Review of Ad Hoc Committee Edits and Corrections – November 2005

Following the SBE action, CDE staff met with several additional content experts with expertise in Ancient India. The CDE sought their feedback on the Ad Hoc edits and corrections list dealing with that period. These experts reviewed the Ad Hoc Committee edits submitted by the Hindu Educational Foundation and the Vedic Foundation in detail and made recommendations.

SUMMARY OF KEY ISSUES (Cont.)

Commission Review of Ad Hoc Committee Edits and Corrections – December 2005

The total list of edits and corrections from the Ad Hoc Committee were submitted to the Curriculum Commission. The edits and corrections that the full commission was asked to reaffirm based on the additional review by content experts were listed under "CFIR/CRP Final Recommendation." One of the experts consulted by the CDE, Dr. James Heitzman, was present at the Commission meeting.

The Curriculum Commission met on December 2, 2005, to review the Ad Hoc Committee edits and took action to accept the Ad Hoc Committee edits and corrections.

The Curriculum Commission then passed an additional 33 motions on individual edits and corrections, either keeping the original language in the textbook, accepting the public comment (which the Ad Hoc Committee had not approved), or approving new language to address the edit and correction. In making these additional edits and corrections, the Curriculum Commission sometimes approved changes beyond the scope of the SBE's direction. The Curriculum Commission considered a total of 487 Ad Hoc Committee edits and corrections. The Curriculum Commission did not accept the CRP/CFIR recommendation in 106 instances. The Curriculum Commission added new edits in 14 instances.

January 6, 2006 Meeting

The President of the SBE, Ruth Green, concerned that the Curriculum Commission's action on December 2, was not consistent with the direction from the November SBE meeting, called a meeting on January 6, 2006, to review and understand the Ad Hoc Committee edits and corrections. The meeting included three members of the SBE and two members of the Curriculum Commission. In addition, five content experts were invited to participate: Dr. Shiva Bajpai (Indian History), Dr. Naomi Janowitz (Judaism), Shabbir Mansuri (Islam), Dr. David Nystrom (Ancient History and Christianity) and Dr. Michael Witzel (Indian History and Sanskrit). Each of the Ad Hoc Committee edits and corrections were discussed in relation to the direction from the SBE to the Curriculum Commission in November 2005.

State Board Action – January 12, 2006

Public testimony was heard from members of Hindu groups, many of whom disagreed with the edits submitted by the Hindu Education Foundation and the Vedic Foundation. The SBE created a committee composed of five members of the SBE. The committee was directed to review the December 2 actions of the Curriculum Commission regarding the Ad Hoc Committee's edits and corrections in relation to the direction from the SBE and to review all edits and corrections that the committee deemed appropriate and bring back a recommendation on how the SBE should proceed.

FISCAL ANALYSIS (AS APPROPRIATE)

The Instructional Materials Funding Realignment Program (IMFRP), *EC* sections 60420-60424, requires that local educational agencies (LEAs) provide each student in kindergarten through grade eight with standards-aligned textbooks or instructional materials, or both, by the start of the school term that commences no later than 24 months after the adoption by the SBE. LEAs will be using their IMFRP funds to purchase instructional materials from this adoption for implementation no later than fall 2007. IMFRP funding for 2005-06 totals $360,996,000, or approximately $55 per student.

ATTACHMENT(S)

A last minute memorandum listing the SBE committee's recommendations regarding the edits and corrections will be provided.

2005 History–Social Science Primary Adoption
Edits and Corrections List

This list contains edits and corrections that were originally prepared for the Ad Hoc Committee of the Curriculum Commission. The Ad Hoc Committee took action on the edits list on October 31, 2005. The State Board of Education (SBE) took action to return these edits to the Commission on November 9, 2005. The Commission revisited the edits and corrections at its meeting on December 2, 2005. At its meeting on January 11, 2006, the SBE appointed a committee of five SBE members to review all edits and corrections that the committee deems appropriate, and to bring back a recommendation to the SBE on how to proceed.

SBE and CDE staff consulted with and considered the views of content experts to develop a recommendation on these edits. This recommendation is listed in the column "SBE/CDE Staff Recommendation."

Non-Recommended CRP Edits

The following edits were originally included in the Commission packet for the September 28-30, 2005, Curriculum Commission meeting. These edits were submitted by members of the Content Review Panel (CRP) after the IMAP/CRP Reports of Findings were completed. The edits and corrections were not recommended by CDE staff for inclusion in the Curriculum Commission's report to the State Board. However, at the September 29 meeting of the History–Social Science Subject Matter Committee (SMC), the SMC directed staff to include a review of these edits in the work of the Ad Hoc Committee.

Glencoe/McGraw-Hill – Additional edits from CRP members

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, p. 197, Teacher's notes, Section 3, The Growth of Judaism, Essential Question, **"**Why do you think some cultures that have people with different religious beliefs are able to survive peacefully whereas others experience violence?" poor question choice	Delete question.	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2.	Grade 6, p. 206, Content Vocabulary “empire” does not describe small kingdom of Israel delete tribute	Substitute “kingdom” for “empire”.	Confirm Ad Hoc action.
3.	Grade 6, p. 212, Section 2 Review Answers 1. “Saul displeased God by disobeying some commands, so God chose another king.” Is this a statement of fact? The fact is that Saul died in battle, the interpretation of that fact by one part of the Biblical text is that he lost the battle since the deity had forsaken him.	Add to the start of the sentence, “According to the Hebrew scriptures,…”	Confirm Ad Hoc action.
4.	Grade 6, p. 222, “Jewish Teachers,” Yavneh is more commonly used than Jamnia.	Replace “Jamnia” with “Yavneh”.	Confirm Ad Hoc action.
5.	Grade 6, p. 223, Teacher’s Notes, Delete: “Writing Support, Research Reports Writing Have students describe in a short essay some of the most current attempts to end the violence between Israelis and Palestinians.”	Delete exercise.	Confirm Ad Hoc action.

Harcourt – Additional edits from CRP members

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6: Canaan, after it had become Judah, then Judaea should be referred to that way—not as Palestine until Roman period.	Replace “Canaan” with “Judah” where historically appropriate.	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2.	Grade 6, Study Guide, Homework and Practice Book, p. 65, Lesson 3: It is inaccurate to imply that the cause of Israel's defeat by the Assyrians was due to its wickedness instead of its military vulnerability.	Add clause, "According to Hebrew scripture,…"	Confirm Ad Hoc action.
3.	Grade 6, SE, p. 215, A Closer Look, "Why might Solomon have built only one temple?" How have the students been equipped to answer this question in a thoughtful way?	Delete question.	Confirm Ad Hoc action.
4.	Grade 6, TE, p.216 Content Focus—Change: "Judaism guided everyday life in Solomon's peaceful kingdom, but high taxes…" Solomon was not Jewish, his religion was Israelite.	Replace "Judaism" with "The Israelite religion".	Confirm Ad Hoc action.
5.	Grade 6, SE, p. 247, next to last paragraph: This text fails to recognize that concepts of love of God and love your neighbor are Jewish ideals.	Add, "Love of God and love of neighbor were Jewish ideals too." Note: this overlaps with ICS edit #68.	Confirm Ad Hoc action.
6.	Grade 6, TE, p. 249, Answer misses the point that the Rabbis at Yavneh began the writing down of the Mishnah and the Talmud. These texts are as important to Judaism as the Bible. They are studied today in all levels of Jewish education.	Replace "Jamnia" with "Yavneh". Add "…in the Torah. They began writing the Mishnah and the Talmud."	Confirm Ad Hoc action.
7.	Grade 6, TE, p. 249, Teacher's notes, Q: What problem did Johanan ben Zakkai face and how did he solve it?	In answer to the question, add, "He found a way to	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Answer given was not his main problem!	save Judaism after the destruction of the temple by starting schools."	
8.	Grade 6, Homework and Practice book, TE, p. 61: "Answer the questions about Jewish culture--#2, Q: "When the Assyrians invaded, many Israelites left their land. What effect did this have on the Israelite culture? A: When the people scattered, Israelite culture also scattered and became weaker. It meant the end of the Jewish people in the land of Israel This is an inaccurate answer because 1) equates Israelites and Jews and 2) became weaker and end in land of Israel both overstated	Delete sentence, "It meant the end of the Jewish people in the land of Israel."	Confirm Ad Hoc action.

Houghton Mifflin – Additional edits from CRP members

Note: since this book is identical to the McDougal Littell Grade 6 program, all edits made in one publisher's materials should be made to the other as well.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, SE, p. 326: The text suggests asking students to do a report on Abraham, including how Abraham is honored in other religions. This is not appropriate, as this is a chapter on Jews and Judaism.	Delete exercise.	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2.	Grade 6, SE, p. 339: The text gives a precise date (515 B.C.) for the completion of the rebuilding of the temple in Jerusalem. I am not sure we can be that certain of this date.	Replace with, “Workers completed the new temple sometime around 515 B.C.”	Confirm Ad Hoc action.
3.	Grade 6, SE, p. 343: The text mentions Syrian rulers and their interest in Greek customs. This is misleading, in my view. This Syrian kingdom and its rulers (the Seleucids) are heirs to a portion of Alexander’s empire.	Replace with, “In 198 B.C., the Hellenistic kingdom of Syria seized control of Judah.”	Confirm Ad Hoc action.
4.	Grade 6, SE, p. 479: “By birth, Saul held Roman citizenship.” I do not think we know this.	Delete clause, “By birth”.	Confirm Ad Hoc action.
5.	Grade 6, SE, p. 479: Paul spent three years in Damascus? How do we know this?	Replace with, “After three years, according to Christian scriptures, Paul was ready to travel…”	Confirm Ad Hoc action.
6.	Grade 6, SE, p. 480: Paul left in the autumn of 59 and arrived in Rome in the spring of 60? How do we know this?	Replace with, “According to some who endeavor to reconstruct the history of early Christianity, Paul left on his final journey in late autumn of AD. 59.”	Confirm Ad Hoc action.

Macmillan/McGraw-Hill – Additional edits from CRP members

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, TE p. 340 A "Chapter 10: The Early Israelites:" The people of Israel began to farm land in the southwestern portion of the Fertile Crescent in 8000 B.C." and "In 1800 B.C., people called the Children of Israel built a kingdom in this region." Both these dates incorrect, no Israelites in 8000 B.C.E.	On timeline on p. 342, replace current text with: "Ancient inhabitants of Canaan begin farming 8000 B.C." Verify that the date provided is historically accurate, and relates to material contained in the chapter.	Confirm Ad Hoc action.
2.	Grade 6, TE, p. 340C, "6.3.5 deconstruction of the second Temple in A.D. 70." Wrong word used.	Replace "deconstruction" with "destruction".	Confirm Ad Hoc action.
3.	Grade 6, SE, p. 358: Confusing to use Canaan here.	Replace "Canaan" with "Judah".	Confirm Ad Hoc action.
4.	Grade 6, SE, p. 366: Why bring in the Samaritans? Very confusing history which has little to do with the main plot.	Delete the sentence, "The Assyrian settlers were afraid that Israel's God might punish them for taking the Israelites' land, so they offered sacrifices to Israel's God."	Confirm Ad Hoc action.

McDougal Littell – Additional edits from CRP members

Note: since this book is identical to the Houghton Mifflin Grade 6 program, all edits made in one publisher's materials should be made to the other as well.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, SE, p. 339: The text gives a precise date (515 B.C.) for the completion of the rebuilding of the temple in Jerusalem. I am not sure we can be that certain of this date.	Replace with, "Workers completed the new temple sometime around 515 B.C."	Confirm Ad Hoc action.
2.	Grade 6, SE, p. 343: The text mentions Syrian rulers and their interest in Greek customs. This is misleading, in my view. This Syrian kingdom and its rulers (the Seleucids) are heirs to a portion of Alexander's empire.	Replace with, "In 198 B.C., the Hellenistic kingdom of Syria seized control of Judah."	Confirm Ad Hoc action.
3.	Grade 6, SE, pp. 466-471: The text often implicated Jews in the death of Jesus, and suggests conflict between Jesus and the Jewish authorities. This is in violation of the California standards.	Add clause, "According to the gospels,…"	To avoid conflict with Houghton Mifflin edits #32-33 in the IMAP/CRP Report of Findings, the publisher shall remove references to any Jewish role in the crucifixion of Jesus.
4.	Grade 6, SE, p. 479: "By birth, Saul held Roman citizenship." I do not think we know this.	Delete clause, "By birth".	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
5.	Grade 6, SE, p. 479: Paul spent three years in Damascus? How do we know this?	Replace with, “After three years, according to Christian scriptures, Paul was ready to travel…”	Confirm Ad Hoc action.
6.	Grade 6, SE, p. 480: Paul left in the autumn of 59 and arrived in Rome in the spring of 60? How do we know this?	Replace with, “According to some who endeavor to reconstruct the history of early Christianity, Paul left on his final journey in late autumn of AD. 59.”	Confirm Ad Hoc action.
7.	Grade 7, SE, p. 50: It is probably incorrect to describe the “kingdom of God/kingdom of heaven” in Jesus’ teaching as a kingdom in heaven. If the so-called Lord’s prayer is authentic, Jesus imagined that God’s reign in heaven might also extend to earth.	Replace with, “Jesus also taught that the kingdom of God was entering world history for all people who followed his teaching.”	Defer to the original text.
8.	Grade 7, SE, p. 62: The illustration links a photograph of John Paul II with the statement, “The pope claims authority over all kings and emperors,” implying that this is the current position of the Roman Catholic Church.	Comparisons: the pictures need to be of ancient popes and patriarchs. Modern-day pictures imply that these doctrines are exactly the same today.	Confirm Ad Hoc action.
9.	Grade 7, SE, p. 461: The power of the Roman Catholic Church was divided from 1378 until 1417.” This strikes me as an unhappily awkward sentence.	Replace with, “The Roman Catholic Church had competing centers of authority from 1378 until	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
		1417."	
10.	Grade 7, SE, p. 463: The section on indulgences needs to be recast. An indulgence concerns not guilt but penalty. Luther was concerned because indulgences were being sold in such a way that the line between the two was blurred, and those who purchased an indulgence believed they were purchasing the elimination of guilt. Luther knew this was a violation of church teaching, and was unhappy that once alerted to this problem his superiors chose to do nothing.	Delete: "An indulgence was a pardon for sin. People bought indulgences to avoid punishment by God in the afterlife. Reformers were enraged that the Church would act as if someone could buy their way into heaven." Insert: "An indulgence is the relaxation of earthly penalty for sin. However, sometimes indulgences were sold as if they were a pardon for sin, and people bought these thinking they could avoid punishment in the afterlife. Reformers were enraged that the hierarchy of the Church appeared to allow people to believe they could buy their way into heaven."	Confirm Ad Hoc action.
11.	Grade 7, SE, p. 472: "However, Luther condemned these revolts…" It is true that Luther condemned the revolts. It is also true he did so because of their wanton violence and the great loss of life they	Delete, "However, Luther condemned these revolts, which were mostly	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	involved. It is also true that Luther condemned the princes and the wealthy for driving the peasants to this point.	unsuccessful." Insert, "Luther condemned both the peasants for the violent nature of the revolts, and the nobility for callous disregard for the plight of the peasants."	
12.	Grade 8, SE, p. 245: book fails to discuss "civic republicanism" as required; only discusses Madisonian republicanism: the electing of representatives. "Civic republicanism" <u>by contrast</u> emphasizes participation, people exercising power themselves (not delegating it) and political education via that exercise; the primacy of public good (not private interests); it also uses language of virtue and corruption. Anti-Federalists and Jefferson were civic republicans (c.f. Dnl. T. Rodgers, J. Appleby, J. P. Diggins, and Pocock). This passage fails to represent debates at the time or at the present time about them.	Add "Civic Republicanism is the idea that citizens uphold civic virtue by participating actively in civic life and politics. Exemplifying this, George Washington was an admirer of Cato the Younger, the defender of the ancient Roman republic against Julius Caesar, and Samuel Adams wanted America to be a new Sparta."	Defer to the original text.
13.	Grade 8, SE, p. 409: Revise the sentence, "In California, Americans led by the explorer John C. Frémont rebelled against…" In 1846, they were not led by Frémont, he joined them later. They were led by Wm. Ide.	Replace with, "In California, Americans rebelled against Mexican rule in the Bear Flag Revolt, and were joined in that effort by explorer John	Defer to the original text.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
		C. Frémont."	
14.	Grade 8, SE, p. 622: not accurate or story well told, with continuity: chapter on Progressivism omits role of organized workers and unions. It was a period of famous major strikes over harsh working conditions and anti-labor ("open shop") activity. Omission makes Sinclair's quote (642) inexplicable (he meant that he intended to waken Americans to class issues not just a Food & Drug Act). No mention that Clayton Act (p. 648) declared that "labor is not a commodity."	On p. 642, add after "I hit it in the stomach", "By this Sinclair meant he hoped to promote socialism, but had ended up promoting safety regulations."	Confirm Ad Hoc action.
15.	Grade 8, SE, p. 719: inaccurate, and lack of different perspectives: not true that War in Vietnam began in 1957 because "Communist forces rebelled against the S. Vietnamese government" as American leaders claimed at time. According to The Pentagon Papers (i.e. the Dept. of Defense) the rebellion actually initiated by non-communist citizens protesting the S. Vietnamese government's repression.	Replace with, "The Vietnam War began in 1957 when Vietnamese citizens protested against the South Vietnam government. Communists moved quickly into the leadership of the protest movement."	Confirm Ad Hoc action.

Pearson Prentice Hall – Additional edits from CRP members

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, SE, pp. 370-372: In regard to foreigners (metics) and education (in ancient Greek society girls were not educated) the text	Revise p. 370 to read, "In Athens, for example, metics	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	seems to describe Athens and to assume that Athenian society can stand for all of Greek society.	had few rights." On p. 372, revise sentence to read, "In Athens, for example, girls stayed at home, and boys went off to school."	
2.	Grade 6, SE, p. 542: Responsibility for the death of Jesus spread among Jews and Romans. The text could be stronger if it made clear that it was the Romans who executed Jesus on a Roman charge. This would largely avoid violating criterion 1.10.	Add clause, "According to the Gospels,…"	To avoid conflict with Houghton Mifflin edits #32-33 in the IMAP/CRP Report of Findings, the publisher shall remove references to any Jewish role in the crucifixion of Jesus.
3.	Grade 6, SE, p. 547: The text makes too strong a distinction between soul and body. Christians, like Jews, believe in the resurrection of the body. It is not only the soul that lives on, as the text.	Revise to read, "The human soul is <u>distinct</u> from the body, but animates it. Christians believe in the resurrection of the body and that the soul lives on after death."	Confirm Ad Hoc action.
4.	Grade 6, SE, p. 553: Jewish leaders treated early Christians cruelly. This appears to violate criterion 1.10.	Revise sentence to read, "According to the Christian tradition, they began arresting Christians and treating them cruelly."	Remove the sentence, "According to the Christian tradition, they began

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
			arresting Christians and treating them cruelly.”
5.	Grade 6, SE, p. 570: The text implies that Hypatia was murdered by the bishop of Alexandria. The text should also note that she was the most celebrated teacher within the Neoplatonic school of Alexandria. She was (most likely falsely) accused of turning the prefect of Alexandria against the Christians, and was the victim of violence by a Christian mob. Cyril, the archbishop of Alexandria, was suspected of some complicity, but this was never proved. Cyril was a violent opponent of Neoplatonism, however.	Delete, “Some people in Alexandra, however, including their new bishop, were suspicious of science. The bishop murdered Hypatia.” Insert, “Some people in Alexandria, including many Christians, were suspicious of science. A rumor spread that Hypatia had spoken ill of Christians, and she was murdered by a Christian mob.”	Confirm Ad Hoc action.
6.	Grade 7, TE, p. 83, Instruction: Why Umar ruled from a brick compound – students know almost nothing about Umar or building materials.	Delete “Ask students why Umar might have chosen to rule from a mud-brick compound,” and the corresponding answer.	Confirm Ad Hoc action.
7.	Grade 7, SE, p. 507: The section on Luther’s 95 theses and indulgences is particularly unhelpful, it seems to me. Indulgences concern not guilt, but penalty, and in particular the penalty that the church assigned. Luther was upset because many who sold indulgences blurred the line, and many purchased an indulgence	Delete, “When a German priest set up a pulpit to sell indulgences near the town of Wittenberg, an outraged Luther decided to act.”	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	thinking that by this purchase they were eliminating guilt. Luther knew that to sell indulgences under these conditions was a violation of church teaching.	Insert, “When a priest sold indulgences near Wittenberg with the promise that their purchase guaranteed forgiveness of sins, an outraged Luther decided to act.”	
8.	Grade 7, SE, p. 508: The illustration concerning “differing beliefs” is not accurate. The Catholic church did not teach that people can win salvation through good deeds and the fulfillment of the sacraments. Luther was upset that one Catholic teacher, Gabriel Biel, had taught that people can contribute to their own salvation. This teaching was neither universal in the church nor did it suggest that people can “win” or “earn” salvation.	The illustration or table is not accurate concerning Catholic teaching. It should read, “People can contribute to their own salvation through good deeds and the fulfillment of the sacraments.”	Confirm Ad Hoc action.
9.	Grade 7, SE, p. 514: The passage in question concerns the Council of Trent. “It rejected Luther’s argument that the Bible alone can bring salvation.” This statement is inaccurate. Luther did not argue that the Bible can bring salvation. He argued that the Bible and not church tradition is the authority for Christian doctrine and practice. Christian doctrine and practice are not co-terminal with “salvation.”	Delete, “It rejected Luther’s view that the Bible alone can bring salvation.” Insert, “It rejected Luther’s view of the Bible.”	Confirm Ad Hoc action.
10.	Grade 8, SE, p. 201: Existing language: “In what regions of the United States was the support for war with Britain the strongest?” Suggested change: delete question. Explanation: How can students possibly answer this “Checkpoint” question, given the information in their instructional materials?	Delete question.	Confirm Ad Hoc action.
11.	Grade 8, SE, p. 453: Virginia City did not become just a ghost town	Revise picture legend to	Confirm Ad Hoc

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	with tumbleweeds in streets, etc.; it was always inhabited.	read, “From Boomtown to near Ghost Town.” “…became a near ghost town.”	action.
12.	Grade 8, SE, p. 457: Leland Stanford did not supervise construction of the Central Pacific RR; he was a politician.	Revise legend for picture to read, “Leland Stanford was an executive with the Central Pacific railroad and later was governor of California.”	Confirm Ad Hoc action.
13.	Grade 8, SE, p. 460: Implies the Sand Creek Massacre was by U.S. Army, it was by local Colorado militia under Chivington.	Revise to read, “In response, Colonel John Chivington and 700 militia volunteers…”	Confirm Ad Hoc action.
14.	Grade 8, SE, p. 487: It is an oversimplification and not correct to say that by 1920’s airplanes had begun to alter the world by making travel quicker and trade easier – commercial air travel did not “take off” until 1930s.	Revise to read, “By the 1930s, the airplane had begun to alter the world by making travel quicker and trade easier.”	Confirm Ad Hoc action.
15.	Grade 8, SE, p. 519: See Kolko, *Railroads and Regulation*; Progressives sought to end “wasteful” rate competition between railroads, fix prices and protect profits.	Add new last sentence to text of page: “During the Progressive era, reformers sought to stabilize the rail industry and end “wasteful” rate competition between railroads by fixing rates.”	Confirm Ad Hoc action.

Council on Islamic Education: CRP-Recommended Edits
CRP: Williamson Evers, Professor of Political Science, Hoover Institution, Stanford University

The Council on Islamic Education (CIE) did not provide specific edits and corrections in its review of the submitted programs, but rather a narrative evaluation of how the programs addressed certain topics. The CRP reviewed these narratives and recommended the following edits and corrections.

Glenoce/McGraw-Hill

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2	Grade 6, page 203: Needs to state that the Ten Commandments are "Paraphrased from Exodus 20:3-17." Current wording does not make clear enough that the wording is paraphrased.	Approved edit as written.	Confirm Ad Hoc action.
3	Grade 6, pages 208-209: Needs to add "according to the Bible" in several places, for better attribution. Suggested places: "After the death of King Saul, according to the Bible, David became" (208); "Once in power, according to the Bible, David...." (209).	Approved edit as written.	Change attribution to, “according to the Hebrew scriptures...”
4	Grade 6, page 223. Suggested wording: "For 2,000 years, most Jews lived outside of Palestine. They lived throughout the Mediterranean world and migrated even further to Southeast Asia, Central Europe, Russia, and eventually the United States. In these places, they made notable contributions to commerce, the professions, and intellectual life, and they also often faced hatred and persecution. In A.D. 1948...."	Approved edit as written.	Confirm Ad Hoc action.
5	Grade 6, page 223, TE: Suggest deleting "Research Reports Writing" on current Mid East peace process. Students are studying Ancient Middle East and do not have knowledge of current events in the region.	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
6	Grade 6, page 504: Suggested wording: "The angel told Mary her baby would be called the Son of God." The CIE says the Glencoe text is wrong to state that Mary was told, according to the Bible, that Jesus would be the Son of God. CIE maintains that this claim "does not appear in the Gospels." I would say that CIE is at best quibbling. The angel tells Mary, according to Luke, "Thou shalt call his name Jesus. He shall be great, and shall be called the Son of the Most High." The angel continues: "The Holy which shall be born of thee shall be called the Son of God." (Luke 1:26-38)	Approved edit as written.	Confirm Ad Hoc action.
7	Grade 7, page 182: Suggested wording: "Muhammad died in 632, and there were conflicts in the Muslim community over who should be the caliph (KAY luhf) or successor to the Messenger of God. A dominant group of Muslim leaders gathered to chose the new leader. The first four caliphs were Abu Bakr, Umar, Uthman, and Ali. They ruled from Madinah. Those who are now called Sunnis gave the title of "Rightly Guided Caliphs" to all four of them, believing that each of them was a legitimate successor to Muhammad and that they sought to follow in Muhammad's footsteps. On the other hand, those are now came to be called Shi'ites, looked upon Muhammad's first cousin Ali as the first in a hereditary line of legitimate successors to Muhammad and saw the other three early successors as usurpers. Each of the four had a personal connection to Muhammad. For example, the first caliph was Muhammad's father-in-law, Abu Bakr. "These four caliphs fought hard for Islam, and the Sunnis say that they lived simply and treated others fairly."….	Change “On the other hand, those are now came to be called Shi’ites…” to “On the other hand, those who came to be called Shi’ites…”	Confirm Ad Hoc action.
8	Grade 7, pages 184: No suggested change. These 2 paragraphs at	Approved edit as written.	Confirm Ad Hoc

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	the beginning of p. 184 are fine as is. As is, the paragraphs point out that Muslims let conquered peoples keep their religion, but the circumstances encouraged the conquered peoples to convert to Islam. The concerns voiced by CIE are addressed by the current wording.		action.
9	Grade 7, pages 204, 223, 223 TE: Text relies on Olaudah Equiano's slave narrative. But such reliance is no longer allowed by current research, which has called into serious question whether Equiano was in fact born in Africa. See Jennifer Howard "Unraveling the Narrative," Chronicle of Higher Education, September 9, 2005. The publishers must adduce other evidence for Igbo monotheism or drop these passages.	Approved edit as written.	Confirm Ad Hoc action.
95	Grade 6, page 504: Suggested wording: "The angel told Mary her baby would be called the Son of God." The CIE says the Glencoe text is wrong to state that Mary was told, according to the Bible, that Jesus would be the Son of God. CIE maintains that this claim "does not appear in the Gospels." I would say that CIE is at best quibbling. The angel tells Mary, according to Luke, "Thou shalt call his name Jesus. He shall be great, and shall be called the Son of the Most High." The angel continues: "The Holy which shall be born of thee shall be called the Son of God." (Luke 1:26-38)	This was initially edit #95 in the non-recommended list (original numbering kept for consistency). Committee approved the edit as written.	Confirm Ad Hoc action.

Harcourt School Publishers

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
10	In general, Harcourt makes extensive use of the Hebrew and	Approved edit as written.	Confirm Ad Hoc

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Christian Scriptures. Additional attribution is needed. I have suggested some places where this could be done. Grade 6, page 194: Profiles of David and Solomon ought also to including "according to the Bible," as the ones for Abraham and Moses do.		action.
11	Page 212: Insert "Imagine you are living in the world described by the Hebrew Bible," after "It is about 1200 B.C."	Approved edit as written.	Confirm Ad Hoc action.
12	Page 214: Suggested wording: "According to the Bible, Saul did not follow God's commands."	Approved edit as written.	Confirm Ad Hoc action.
13	Page 215: Suggested wording: "According to the Bible, Solomon quickly put his plan into action."	Approved edit as written.	Confirm Ad Hoc action.
14	Page 217: Suggested wording: "According to the Bible, not everyone in ancient Israel was happy."	Approved edit as written.	Confirm Ad Hoc action.
15	Page 220: Insert "Imagine you are living in the world described by the Hebrew Bible," after "The year is 928 B.C."	Approved edit as written.	Confirm Ad Hoc action.
16	Page 221: Suggested wording: "According to the Bible, faced with hard lives, some Israelites began to turn away from God."	Approved edit as written.	Confirm Ad Hoc action.
17	Page 227: Suggested wording: "According to the Bible, they had the choice of remaining loyal to King Rehoboam...."	Approved edit as written.	Confirm Ad Hoc action.
18	Page 367: Current wording: "Hindi is written with the Arabic alphabet, which uses 18 letters that stand for sounds." In fact, Urdu, the principal language of Pakistan and related to Hindi, is written with the Arabic alphabet. But Hindi itself, since the 11th century AD, has been written with the Devanagari alphabet, though it was	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	originally written with an older alphabet. Harcourt needs to decide how much of this information it wants to convey to students. But the current wording is wrong.		
19	Page 542: Current wording incorporates the birth narratives of the Gospels. Suggested alternative wording: "People have been whispering that in the years ahead a leader will come who will become the king of Jews. What might the Romans think about a revived Jewish kingship?"	Approved edit as written.	Confirm Ad Hoc action.

Houghton Mifflin/McDougal Littell

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
20	Grade 6, page 321 TE: Suggested wording: "The Jews are dispersed: Almost all Jews make their homes in countries outside the Holy Land, and for a long period no Jewish state exists. Beginning in the nineteenth century, some Jews sought to establish a Jewish homeland either within the ancient site of Israel or elsewhere." The current wording implies (incorrectly) that Zionism, indeed Zionism based on Jewish law, has been a continuous political movement since 70 AD. Source for current and confirmed research: Geoffrey Wheatcroft, The Controversy of Zion (1996).	Approved edit as written.	Confirm Ad Hoc action.
21	Grade 6, page 336 TE: In the History Matters section, suggested wording: "Seventy-three psalms are said to have been written by David."	Approved edit as written.	Approve the Ad Hoc edit. Also, in the SE change sentence, “He is said to have written <u>many of</u> the beautiful prayers

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
			and songs in the Bible's Book of Psalms."
22	Grade 6, page 476: Suggested wording: "According to the Christian Scriptures, after having a vision of Jesus, Saul changed...." The conversion of Saul should be covered as a central part of the Christian narrative, but it should be attributed to the Scriptures.	Approved edit as written.	Confirm Ad Hoc action.
23	Grade 6, page 478 TE: Under Differentiating Instruction English Learners. Delete or radically rework "Compare Before and After" project. This project looks as if it might promote bias.	Approved edit as written.	Confirm Ad Hoc action.
24	Grade 6, page 478: Suggested wording: "The first members of Christian churches were Jewish converts to Christianity."	Approved edit as written.	Confirm Ad Hoc action.
25	Grade 6, page R60: Suggested wording: "The map shows where these religions are predominant or where they are practiced by significant numbers."	Approved edit as written.	Confirm Ad Hoc action.
26	Grade 6, page R65: Suggested wording: "According to the Christian scriptures, Jesus was crucified, or put to death on a cross." Attribution is needed here, and attribution should satisfy the CIE's reasonable objection that there should be attribution on this topic.	Approved edit as written.	Change attribution to, "According to the New Testament…"
27	Grade 6, page R69: It is common practice to call Qur'an 1:1-6 the Exordium, although the CIE disapproves. It could certainly be no objection to adding that it is also called Al-Fatihah, which CIE wants as the only designation for the passage.	Approved edit as written.	Confirm Ad Hoc action.
28	Grade 7, page 96: Religious Toleration section. Suggested wording: "Muslim law requires that Muslim leaders offer religious toleration to non-Muslims, though non-Muslims have restricted rights and must	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	pay extra taxes."		
29	Grade 7, page 97: The figure for proportion of Muslims in Indonesia should be 88%. Source CIA *World Factboo*k (2005). The source (World Christian Encyclopedia) used by the textbook is not a standard one. Why not use something standard like the CIA Factbook, the Statesman's Yearbook, or the World Almanac?	Approved edit as written.	Confirm Ad Hoc action.
30	Grade 7, page 99 TE: Essential Question. Suggested wording of TE pink-ink response to question. "Abu Bakr and other caliphs selected from the top-ranks of Muhammad's followers." [Reason: The phrase "elected caliphs" is misleading to modern American readers.]	Approved edit as written.	Confirm Ad Hoc action.
31	Grade 7, page 99: Suggested wording: "According to the traditions of the most numerous group of Muslims today, Muhammad had not named a successor or instructed his followers...." The existing wording is the Sunni interpretation and does not take account of the Shiite belief that Muhammad did name a successor (Ali).	Approved edit as written.	Confirm Ad Hoc action.
32	Grade 7, page 99: Suggested wording: "The leaders of the dominant group within the Muslim community selected him as Muhammad's successor."	Approved edit as written.	Confirm Ad Hoc action.
33	Grade 7, page 100 TE: Existing (pink ink) language: Teach "Rightly Guided" Caliphs [appears as a sub-title in both the textbook and in the wrap-around TE material] Suggested wording: Teach First Four Caliphs	Approved edit as written.	Confirm Ad Hoc action.
34	Grade 7, page 100, History Makers: Suggested wording: "...was an important factor to the high-ranking Muslims who selected him as Muhammad's successor." [Reason: The phrase "elected caliphs" is misleading to modern American readers.]	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
35	Grade 7, page 100 TE Review: Existing (pink ink) language: Muslims had difficulty in choosing a leader because Muhammad had not named a successor before he died. Suggested wording: "Muslims disagreed over who was Muhammad's rightful successor and hence had difficulty in choosing a leader."	Approved edit as written.	Confirm Ad Hoc action.
36	Grade 7, page 100 Essential Question: Suggested wording of TE pink-ink response to question. "They treated them with a mixture of religious tolerance and coercively-reduced civic rights."	Approved edit as written.	Confirm Ad Hoc action.
37	Grade 7, page 100: Suggested wording: "Abu Bakr and the next three caliphs selected from and by the top ranks of Muslim believers." Reason: The phrase "elected caliphs" is misleading to modern American readers.	Approved edit but revise to read "were selected" for grammatical clarity.	Confirm Ad Hoc action.
38	Grade 7, page 100: Suggested wording: "According to the traditions of the most numerous group of Muslims today, the first four caliphs used the Qur'an and Muhammad's actions to guide them. Hence this groups of Muslims call them the "rightly guided" caliphs." The existing wording states Sunni doctrine without attribution. The publishers need to know that there are differences within the Muslim world. The Shia regard the first three caliphs as usurpers and idol-worshippers.	Approved edit but revise to read, "Hence this group of Muslims…"	Confirm Ad Hoc action.
39	Grade 7, page 101 TE: More About...Blending of Cultures Add this language: "Yet this pact of tolerance with caliph Umar also banned: --public displays of crosses on the exterior of churches, --any attempts to convert Muslims to Christianity, --any public sale of Christian religious books,	Approved edit as written.	Confirm Ad Hoc action.

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	--any building of new churches or monasteries or restoration of any that had fallen into disrepair, and, --most open to interpretation and hence most destructive of predictable rule of law, any use of churches that fostered hostility toward Muslims." [Reason: Existing passage is unbalanced and misrepresents the actual historical situation.] Source: Imam Muslim, *Sahih Muslim*, rev. ed., bk. 20, no. 4642, trans. Abdul Hamid Siddiqi (Kitab Bhavan, 2000).		
40	Grade 7, page 102 TE Talk About It: Suggested wording, answer to second question: "The system of selecting caliphs ended." Suggested wording, answer to third question: "The first four caliphs were selected by the dominant group of Muslim leaders out of their own ranks, while the Umayyads took control by force and formed a hereditary dynasty; the early caliphs ruled from Medina, while the Umayyads ruled from Damascus; the early caliphs followed a Bedouin lifestyle, the Umayyads were condemned after their time for their citified ways.	Approved edit as written.	Confirm Ad Hoc action.
41	Grade 7, page 102: "Some Muslims after the time of the Umayyads looked back and disapproved of the Umayyads' claims of religious authority. These later critics said the Umayyads abandoned the Bedouin ways of the early caliphs and surrounded themselves with luxury." Source: Jonathan P. Berkey, *The Formation of Islam* (2003), esp. pp. 78-79, 83.	Approved edit as written.	Confirm Ad Hoc action.
42	Grade 7, page 122. Existing language: “The Thousand and One Nights quickly became a favorite with readers in Baghdad. It mixed stories about life in the Abbasid court with tales of adventure and	Approved edit as written.	Confirm Ad Hoc action.

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	fantasy. Many of these tales, such as 'The Voyages of Sindbad the Sailor,' are still popular with young readers today. (See the Literature Connections feature on pages 126-129.)" Suggested change: "The Thousand and One Nights quickly became a favorite with readers in Baghdad. It mixed stories about life in the Abbasid court with tales of adventure and fantasy. A later European edition added stories that were not part of the medieval Arabic collection. Some of these later additions, such as 'Sinbad the Sailor,' remain well known today." [Source: Introduction, *The Arabian Nights*, ed. Husain Haddawy (Everyman's Library, 1992), pp. xii-xiii.]		
43	Grade 7, pages 126-129. Delete. Source: Introduction, *The Arabian Nights*, ed. Husain Haddawy (Everyman's Library, 1992), pp. xii-xiii.	Approved edit as written.	Confirm Ad Hoc action.
44	Grade 7, page 353: Suggested wording: "Slaves also made up the elite of the Ottoman army known as the *janissaries*, who, beginning soon after the corps was founded, were forcibly drafted as youths and came mainly from Christian families." Reason: Existing wording leaves out salient characteristic of janissaries. Source: http://en.wikipedia.org/wiki/Janissaries	Approved edit as written.	Confirm Ad Hoc action.
45	Grade 7, page R65: Suggested wording: "According to the Christian scriptures, Jesus was crucified, or put to death on a cross." Attribution is needed here, and attribution should satisfy the CIE's reasonable objection that there should be attribution on this topic.	Approved edit as written.	Confirm Ad Hoc action.

Prentice Hall

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46	Grade 7 (Medieval and Early Modern Times), page 25 Suggested wording: "According to the Christian Scriptures, they had Jesus executed by nailing him to a cross."	Approved edit as written.	Confirm Ad Hoc action.
47	Grade 7, page 51: Add Background note Anna Comnena is remembered today for writing *The Alexiad*, an historical account of her father's reign (1081-1118) and the First Crusade. She wrote the book in about the year 1148.	Approved edit as written.	Confirm Ad Hoc action.
48	Grade 7, page 62e TE: Add Standards 7.2.3 & 7.2.4 and the text of those standards. The CIE complaint is warranted. Indeed these standards are list on p. 62 TE, but have inexplicably been omitted here.	Approved edit as written.	Confirm Ad Hoc action.
49	Grade 7, page 63 TE: History Background Suggested wording: "According to the Qur'an, the Kaaba was originally built by Abraham, to whom the Muslims trace their heritage." The CIE complaint is reasonable, although some scholars (Muir and Torrey) would argue that "tradition" belongs here.	Approved edit as written.	Confirm Ad Hoc action.
50	Grade 7, page 69: Suggested wording: "One night in 610, according to Islamic beliefs, Muhammad had a vision and began to receive revelations." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
51	Grade 7, page 69: Suggested wording: "According to Muslim teaching, when the visions continued, Muhammad became convinced that the revelations to him were genuine." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
52	Grade 7, page 69: Existing wording: "[Muhammad] called his faith Islam."	Approved edit as written.	Confirm Ad Hoc

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	Suggested wording: "The Qur'an names this religion Islam." The CIE complaint is reasonable.		action.
53	Grade 7, page 71: Suggested wording: "According to Muslim belief, Islam is based on worship of the same God that inspired the Jewish and Christian religions." Attribution is needed here.	Approved edit as written.	Confirm Ad Hoc action.
54	Grade 7, page 74: Suggested language: "Muslims believe in an afterlife spent in either heaven or in hell. On a future judgment day, God will judge mankind and decide who will be saved. Those who have not worshiped God or followed God's laws end up in hell. Those who have obeyed God's words and surrendered their lives to God go to heaven." The CIE complaint here is warranted. The change in language reflects Muslim emphasis on God's judgment. Source: Huston Smith, *The World's Religions* (1991), pp. 241-42; John L. Esposito, *What Everyone Needs to Know about Islam* (2002), pp. 28-30.	Approved edit as written.	Confirm Ad Hoc action.
55	Grade 7, page 75: Suggested wording: "During this month, Muslims are to eat no food between daybreak and sunset." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
56	Grade 7, page 76: Suggested wording. "The Kaaba is cubelike building, within which resides a sacred black stone. The Kaaba sits in the center of the courtyard of the Grand Mosque in Mecca." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
57	Grade 7, page 76: Suggested wording: "Muslims believe that the black stone was sent down from heaven in ancient times. Pilgrims circle the Kaaba seven times, hoping to touch or kiss the stone at least once." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.

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58	Grade 7, page 77: Suggested wording: "The spread of Muslim rule took place in three phases. The first was a wave of conquests by Arab armies. The second was a series of conquests by non-Arab groups that had adopted Islam. Meanwhile, under the auspices of their new Muslim rulers, the conquered peoples were sometimes coerced, but oftentimes converted, over the centuries, to Islam. The final phase...." The CIE complaint is warranted. Source: Jonathan P. Berkey, *The Formation of Islam* (2003), esp. chap. 17.	Approved edit as written.	Confirm Ad Hoc action.
59	Grade 7, page 78: Suggested wording: "The leaders of the dominant group within the Muslim community resolved the fist issue by selecting an old friend of prophet, Abu Bakr, as their leader."	Approved edit as written.	Confirm Ad Hoc action.
60	Grade 7, page 80: Delete: "Over time, the spread of Islam came as much through conversion as through conquest." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
61	Grade 7, page 80: Suggested wording: "The third phase in the spread of Islam was entirely peaceful, though it did not completely replace conquest followed by conversion of the conquered peoples over time." The CIE complaint is warranted.	Approved edit but delete the word “entirely”.	Confirm Ad Hoc action.
62	Grade 7, page 83 & 83 TE: Citizen Heroes. This entire section should be deleted. Umar is viewed as a usurper and idol-worshipper by Shiites, not a hero. It is bizarre to liken a warrior-caliph and conqueror (Umar) to a pacifist (Martin Luther King). Umar's pact of toleration was comparatively tolerant for its time, but was by no means an embodiment of human rights and religious liberty. Source: Jonathan P. Berkey, *The Formation of Islam* (2003), p. 161.	Approved edit as written.	Confirm Ad Hoc action.
63	Grade 7, page 113: Existing language: “Many of these tales were collected in a book entitled *The Thousand and One Nights*. The	Approved edit, but the	Confirm Ad Hoc

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	collection includes romantic stories, elaborate fables, and fantasies, such as 'Aladdin and His Magic Lamp.'" Suggested change: "Many of these tales were collected in a book entitled *The Thousand and One Nights*. The collection includes romantic stories, elaborate fables, and fantasies." [Source: Introduction, *The Arabian Nights*, ed. Husain Haddawy (Everyman's Library, 1992), pp. xii-xiii.]	citation is on page 113, not 196 as noted in the CRP's report.	action.
64	Grade 7, TE page 115. Existing language, under Chapter 4 Review and Assessment, Vocabulary Builder, number 4: "Correct; one such rich tale was 'Aladdin and his Magic Lamp.'" Suggested change: "Correct; such as the tales from *The Thousand and One Nights.*" [Source: Introduction, *The Arabian Nights*, ed. Husain Haddawy (Everyman's Library, 1992), pp. xii-xiii.]	Approved edit as written.	Confirm Ad Hoc action.
65	Grade 7, page 387: Suggested wording: "This was one of the last Muslim military surges northward into western Europe." The CIE complaint is exaggerated (because it leaves out the fact that the textbook says "western" Europe), but valid, because of later Muslim invasions of France (792 and 848) and Sicily and Italy (827). Muslim forces looted or occupied Naples, Genoa, Ravenna, Ostia, and Rome. Muslims held Sicily until 1091.	Approved edit as written.	Confirm Ad Hoc action.
66	Grade 7, page 422: Suggested wording: "For about 400 years, Muslim caliphs let Christian pilgrims visit holy places in peace. Then, in the early 11th century, the Fatimid Arabs started destroying churches and killing pilgrims. In 1071, Turks took over Jerusalem from the Fatimids. During Seljuk Turk rule of the Middle East, there was frequent harassment of Christian pilgrims, and the Seljuks	Approved edit as written.	Confirm Ad Hoc action.

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	themselves marched on Constantinople." Source: John L. Esposito, *What Everyone Needs to Know about Islam* (2002), p. 158; G. E. von Grunebaum, *Classical Islam* (1970) pp. 147, 160-61.		
67	Grade 7, page 426: Add new last sentence to first paragraph of section on Persecution of Jews: When the knights of the First Crusade took Jerusalem in 1099, they engaged in indiscriminate slaughter of Jews and Muslims alike." The complaint of CIE is warranted.	Approved edit as written.	Confirm Ad Hoc action.
68	Grade 7, page 577: Suggested wording: "The Greek philosopher Socrates had first suggested the idea of a social contract." The argument appears in one of Plato's Socratic dialogues, and most scholars attribute it to Socrates, not Plato.	Approved edit as written.	Confirm Ad Hoc action.

Teachers' Curriculum Institute (grade 7 only)

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
69	Page 83 Suggested wording: "Over time, people settled near it, and according to the Qur'an, Abraham built a house of worship called the Ka'ba." Attribution needed.	Approved edit as written.	Confirm Ad Hoc action.
70	Page 83 Suggested wording: "But instead of honoring the one God of the Abrahamic faiths, the worshippers at the Ka'ba honored the many traditional gods who had shrines at the Ka'ba."	Approved edit as written.	Confirm Ad Hoc action.
71	Page 83 Suggested wording: "According to Islamic teachings, Muhammad was living in Makkah when he experienced his own call to prophethood. Like Abraham, according to religious Scriptures, Muhammad proclaimed belief in a single God." CIE suggestion is	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	sound.		
72	Page 84 Suggested wording: "In Muhammad's day, according to Islamic teaching, most Arabs were polytheists...." Attribution needed here.	Approved edit as written.	Confirm Ad Hoc action.
73	Page 86 Suggested wording: "It was there, according to Islamic teachings, that he received the call to be a prophet...." CIE suggestion is sound. This change makes for a long sentence. The point that Muslims call their monotheistic God Allah may now need to go into a separate sentence.	Approved edit as written.	Confirm Ad Hoc action.
74	Page 86 Suggested wording: "But, according to Muslim tradition, Khadijah consoled Muhammad...."	Approved edit as written.	Confirm Ad Hoc action.
75	Page 87 Suggested wording: "...a winged horse took Muhammad to Jerusalem, the city toward which early Muslims had directed their prayers." CIE suggestion is sound.	Approved edit as written.	Confirm Ad Hoc action.
76	Page 89 Suggested wording: "He and the three leaders who followed him came to be known to a large group of Muslims as the 'rightly guided' caliphs. These caliphs were said by this group of Muslims to have followed the Qur'an and the example of Muhammad." Existing wording presents pro-Sunni account.	Approved edit as written.	Confirm Ad Hoc action.
77	Page 90 Delete word "enemy" from description of forces led by Charles Martel. Change wording to say farthest extent of Muslim advances into "present-day France." Background: Later, Muslim forces ventured into Eastern and Central Europe as well as Sicily and Italy.	Approved edit as written.	Confirm Ad Hoc action.
78	Page 91 Suggested wording: "Born in Makkah, Muhammad was,	Approved edit as written.	Confirm Ad Hoc

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	according to Muslim tradition, a successful merchant...." Attribution needed on this page.		action.
79	Page 95 Suggested wording: "The Qur'an used today has remained largely unchanged since then." Sources: Michael Cook, *The Koran: A Very Short Introduction* (2000), esp. chap. 11; "Collection of the Qur'an," in *Encyclopaedia of the Qur'an*, vol. 1 (2001).	Approved edit as written.	Confirm Ad Hoc action.
80	Page 96 Suggested wording: "Those who have disbelieved or done evil will be punished by falling into hell." CIE suggestion is sound.	Approved edit as written.	Confirm Ad Hoc action.
81	Page 99 Delete existing wording: "It is considered time to eat when a person standing outside cannot tell a white thread from a black thread." Substitute (as new second sentence of third paragraph): "It is considered time to begin fasting when a person standing outside can tell a white thread from a black thread." CIE suggestion is sound. Source: http://www.jannah.org/morearticles/16.html	Approved edit as written.	Confirm Ad Hoc action.
82	Page 100 Suggested wording: "In Makkah, pilgrims follow what Muslims believe are the footsteps of Abraham and Muhammad...." Attribution needed.	Approved edit as written.	Confirm Ad Hoc action.
83	Page 100 Suggested wording: "In honor of Abraham's ancient sacrifice recounted in religious Scriptures, they sacrifice...." Attribution needed.	Approved edit as written.	Confirm Ad Hoc action.
84	Page 101 The existing discussion is misleading, primarily because of the order of the paragraphs. The discussion should begin with something like the following: "The word Jihad means 'to strive.' Originally in Islam, it meant	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	physical struggle with spiritual significance." Then remainder of paragraph 4 and paragraph 5 should follow. After this, it would appropriate to print the current first (minus its first sentence), second, and third paragraphs. The legend accompanying the illustration. Suggested wording: "Jihad originally meant a physical struggle against enemies while striving to please God. Sometimes it may be a struggle within an individual to overcome spiritually significant difficulties." Source: David Cook, *Understanding Jihad* (University of California Press, 2005)		
85	Page 101 Suggested wording: "So, non-Muslims who came under Muslim rule were usually allowed to continue practicing their faiths." Word "usually" added.	Approved edit as written.	Confirm Ad Hoc action.
86	Page 103: Suggested wording: "Muslims also have the duty of jihad, or striving militarily or personally to please God."	Approved edit as written.	Confirm Ad Hoc action.
87	Page 106 Existing wording: "From a small Persian village...." Delete the word "Persian."	Approved edit as written.	Confirm Ad Hoc action.
88	Page: 110 Suggested wording: "Most educated people in medieval times believed that the earth was round, but they disagreed about the earth's size. Muslim scientists calculated the earth's circumference within nine miles of its correct value." Background: Although the Qur'an speaks of the earth as a spread-out carpet (20:53; see also 71:19), most educated people did not believe that the earth was flat either in classical antiquity or in the Muslim or Christian world of the Middle Ages. The earth was known to be round; the argument was over its size. How large was its circumference? Source: Edward Grant, *God and Reason in the Middle Ages* (Cambridge University Press, 2001);	Approved edit as written.	Confirm Ad Hoc action.

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	<http://astrolabes.org/history.htm>.		
89	Text p. 113. ALSO delete picture of Aladdin on magic carpet.	Approved edit as written.	Confirm Ad Hoc action.
90	Page 120 Suggested wording: "For the Christians, it was the city where according to their Scriptures Jesus Christ was crucified and rose from the dead. For the Muslims, it was the place where according to Islamic teachings Muhammad rose to heaven during his Night journey." Attribution needed.	Approved edit as written.	Return text to original wording: “For the Christians, it was the city where Jesus Christ was crucified and rose from the dead. For the Muslims, it was the place where Muhammad rose to heaven during his Night journey.”
91	Page 120 Suggested wording: Under Muslim rule, Jews, Christians, and Muslims usually lived together peacefully." Word "usually" added.	Approved edit as written.	Confirm Ad Hoc action.
92	Page 120 Add to end of sixth paragraph: "Some Muslim rulers allowed the destruction of important Christian churches." Background: Fatimid ruler and burning of Church of the Holy Sepulcer at this time, which figured importantly in Christian justifications. Source: John L. Esposito, *What Everyone Needs to Know about Islam* (2002), p. 158; G. E. von Grunebaum, *Classical Islam* (1970) pp. 147, 160-61.	Approved edit as written.	Confirm Ad Hoc action.
93	Page 123 Suggested wording: "Muslims gradually gave up more and more territory, and new Muslim dynasties were not tolerant of	Approved edit as written.	Confirm Ad Hoc

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	Jews and Christians." Sources: <http://en.wikipedia.org/wiki/Al-Andalus#Tolerance_or_Repression>; <http://en.wikipedia.org/wiki/Al-Andalus#Rise_and_Fall_of_Tolerance>		action.
94	Page 128 Suggested wording: "In the empire's European provinces, some young Christian men were drafted and then raised in the sultan's palace, after most of them converted to Islam, to become elite soldiers and government officials."	Approved edit as written.	Confirm Ad Hoc action.

Institute for Curriculum Services (ICS): CRP-Recommended Edits
CRP: Naomi Janowitz, Professor of Religious Studies, University of California at Davis
David Nystrom, Professor of Biblical Studies, North Park University

The CRP members stated that B.C.E./C.E. be used in lieu of A.D./B.C.; however, CDE has told publishers that A.D. and B.C. should be used for agreement with usage in the current History–Social Science Content Standards and the Framework.

CRP members Janowitz and Nystrom were present at the January 6, 2006 meeting.

Glencoe/McGraw-Hill

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1	**(IMAP—Macmillan #30)* p. 207, paragraphs 1 & 2, Delete: "Fearing the power of the Philistines,~~ many Israelites copied their ways and worshiped their gods.~~ ~~"The 12 tribes often quarreled. If they were going to save their religion and way of life they would have to learn how to work together. They needed a king to unite them against the Philistines~~." This passage is inaccurate and focuses on negative qualities. Change to: ""Fearing the power of the Philistines, <u>the 12 tribes of Israel needed a strong leader to unite them. They chose a king.</u>"	Delete the last sentence of the first paragraph and the entirety of the second paragraph on page 207 ("Fearing the power of the Philistines…"), and replace with a new paragraph containing the following language: "Some Israelites borrowed the religious practices of their neighbors. The Biblical texts condemned the Israelites for adopting these foreign practices, and connected this problem with the need for a powerful king of their own. The leaders of the tribes may also have thought that a king would be a strong leader who could unite them and help them fight off the Philistines."	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2	**(IMAP—Macmillan #15)* p. 207, "The Rule of King Saul…A prophet is a person who ~~claims to be~~ instructed by God to share God's words." This is an inaccurate interpretation of Jewish thought. Change to: "A prophet is a person who, <u>according to Jewish tradition, is</u> instructed by God…."	Change to, "A prophet is a person who the ancient Israelites thought was instructed by God."	Confirm Ad Hoc action.
3	p. 211, Who Were the Prophets? Delete: "~~During this troubled time, many Israelites forgot their religion. The rich mistreated the poor, and government officials stole money.~~ "~~The prophets wanted to bring Israelites back to God's laws~~." The prophets are not included in the California standards. If information about them is in a text, it should be used to illustrate how the concept of social justice became such an important element of the Jewish religion; whereas, here it is used to show how the Jews were punished by God for their evil ways. Change to: "<u>During this troubled time, several religious leaders called prophets brought hope to the kingdom of Israel. The prophets emphasized religious ideals of leading a moral life and helping others</u>."	Approve edit as written. CRP comment: The alternative offered is somewhat better, and could be supplemented by a phrase such as the prophets looked around for explanations for the Israelite's troubles and emphasized taking care of the poor and social justice as a way for the people to connect with their God and their religion.	Confirm Ad Hoc action.
4	**(IMAP—Holt #33)* p. 211-212, Delete: "~~The people of Judah looked down on the Samaritans. They believed that God accepted only the sacrifices from the Temple in Jerusalem. Some did not believe that other people were God's people, too~~." These statements are of highly questionable accuracy, totally devoid of context and inconsistent with the standards and criteria. Change to: "<u>The Samaritans and the tribes of Judah lost</u>	Approve edit as written.	Confirm Ad Hoc action.

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	touch with each other. Over time their religious practices developed separately, and they had little contact. Today's Judaism developed from the religious practices of the tribes of Judah."		
5	p. 212, Section 2 Review Answers 1. Delete: "~~Saul displeased God by disobeying some commands, so God chose another king~~." Change to: "King David was a musician, poet, religious leader and military leader. He expanded the kingdom and established the capital of Jerusalem as a center of worship."	Approve edit as written.	Confirm Ad Hoc action.
	**(IMAP—Holt #33)* p. 212, What Did You Learn? Delete: "~~5. Describe. Who were the Samaritans, and what did the Jews think of them?~~" The Samaritans are not included in standard 6.3. The information about them is incorrect. Emphasis should be placed on information from the standards. Change to: "5. What important religious ideas helped the people of Israel during troubled times?"	Approve edit as written.	Confirm Ad Hoc action.
6	p. 217, Linking Past & Present, Delete: "~~Why do you think Jews of the Diaspora are more reluctant to wear head coverings than Jews in Israel~~?" This question is not accurate. Because it lacks context, it paints an inaccurate cause and effect relationship. More traditionally observant Jews live in Israel in proportion to the total population; more Reform Jews (who do not usually wear head coverings) live in the diaspora. Change to: "What is the religious purpose for head coverings?"	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
7	p. 217, (first paragraph), The Jewish Way of Life, Delete: "~~Jewish law set out many rules for Jews to follow that affected their daily life. These laws influenced their education, the foods they ate, and even the clothes they wore. The laws emphasized self-control and reminded Jews of their religion. This became important when they no longer had their own king~~." The text is significantly remiss in omitting a meaningful exploration of *ethical* monotheism, Judaism's key contribution to western thought and values. Jewish ethical teachings established a norm for ethical values that strongly influenced western civilization. Yet, this important element of Judaism is virtually ignored in the textbook. Change to: "Jewish law has rules about education, food, and clothing that emphasize self-control. Most important are the ethical laws, which emphasize how Jews should treat other people. They require Jews to provide for the poor, visit the sick, do good deeds, give to charity, and apply just laws to rich and poor alike."	Approve edit as written.	Confirm Ad Hoc action.
8	**(IMAP—Holt #13)* p. 218, Family Life, Delete: "Sons ~~were especially valued because they~~ carried on the family name." This out-of-context opinion is inappropriate.	Publisher disputed the edit, stating that their content was not inaccurate. CRP: The reference to the value of sons should read, "Why were sons valued in ancient Jewish society?" since that is what is being talked about.	Confirm Ad Hoc action.
9	p. 220, The Rule of King Herod, Delete: "He ~~was~~ is known	Approve edit as written.	Confirm Ad Hoc

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	for ~~his cruelty and~~ the additions he made to the Jewish Temple in Jerusalem. ~~Today he is best known as the king who ruled Judaea when Jesus was born.~~" The statement of Herod's cruelty is another instance of unnecessary negative information about Jewish kings. The second sentence belongs in the chapter on Christianity; it is irrelevant to the history of Judaism. Herod's importance to Judaism is his building of the second temple in Jerusalem.		action.
10	p. 221, paragraph 2, Delete: "…and were probably ~~written~~ by Essenes." Change to: "…and were probably preserved by the Essenes." We don't know who wrote the Dead Sea Scrolls.	Replace references to "Essenes" with "Jewish sectarians".	Confirm Ad Hoc action.

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11	Replications of Assessment Sheets: p. 193M: Delete: "Unit 3 Writing Activity Guidelines, Option 2, Assessment program p. 61." This is a writing exercise asking students to compare and contrast Judaism, Christianity and Islam. This exercise should be deleted as it can lead students to make unfavorable/negative comparisons among the religions and thus cause students to criticize their classmates' faith and/or defend their own. The unit is supposed to teach the standards on Judaism and Jewish history, and this assignment detracts from the main	Approve edit as written.	Confirm Ad Hoc action.

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	ideas to be covered. Students have not yet studied Christianity and Islam and will have no information for this exercise.		
12	p. 200E: Lesson 2, Homework and Practice Book, Add: "King Solomon's Achievements—Possible Response: By building the temple at Jerusalem, King Solomon created a central place of worship for the Israelites." The word "central" is needed because the Israelites had worshipped from the time they had been wandering in the desert.	Approve edit as written.	Confirm Ad Hoc action.
13	p. 200F: Lesson 3, Changes for Israel, Homework and Practice Book p. 61-- Events are presented in column 1, and students are to indicate the outcome of the event in column 2. Event: "~~The prophet Ahijah predicts that Israel will be punished for ignoring God's law. Not long after Assyria invades and conquers Israel. Outcome: Many Israelites leave their land, and many Assyrians settle in Samaria~~." Replace this event and outcome. The events surrounding Ahijah's meeting with Jeroboam presumably occur around 922 B.C.E. The Assyrian invasion of Israel takes place in 721 B.C.E.; that is not, as the text states, "soon after." (*Tanakh,* Jewish Publication Society, 1985) The Jews did not "leave their land; they were forced into exile. There is no cause and effect relationship here, and this implies that the Assyrian conquest can be attributed to Jewish wickedness instead of the Assyrian's superior force. It provides a template to conclude that if the Jews lost their land, they deserved it, and thus reinforces an anti-Semitic perspective.	Approve edit as written.	Confirm Ad Hoc action.

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14	**(IMAP—Macmillan #28)* p. 200F: Homework and Practice book p. 61, Delete: "Answer the questions about Jewish culture--#2, Q: "When the Assyrians invaded, many Israelites ~~left their land~~. What effect did this have on the Israelite culture? A: When the people scattered, Israelite culture ~~also scattered and became weaker. It meant the end of the Jewish people in the land of Israel~~." This is an inaccurate answer. Change to: Q: "When the Assyrians invaded, many Israelites <u>were forced into exile</u>…." A: "When the people scattered, <u>many of them kept their religious and cultural traditions in other lands. Even after being expelled Jewish people have always returned to live in the land of Israel</u>."	Approve edit as written.	Confirm Ad Hoc action.
15	p. 200G: Study Guide, Homework and Practice Book, p. 65, Lesson 3, "~~According to the Bible, prophets such as Ahijah warned Israel that they must obey God's word or face punishment. Not long after,~~ Israel was invaded and captured by Assyria, and many Israelites were forced to leave their land." This is inaccurate. See note above, Lesson 3; Ahijah's warning was 200 years before the Assyrians invaded Israel, hardly "not long after." Change to: "<u>Israel was surrounded by powerful enemies who wanted Israel's land.</u> Israel was invaded and captured by Assyria , and many Israelites were forced to leave their land." It is inaccurate to imply that the cause of Israel's defeat by the Assyrians was due to wickedness instead of military vulnerability.	Approve edit as written.	Confirm Ad Hoc action.
16	**(IMAP—Glencoe #1, Holt # 28,43)* p. 203, Delete: Teacher's notes, ~~*God's People, Stories from the Old*~~	Approve edit as written.	Confirm Ad Hoc

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	~~*Testament*~~." This is a Christian book recommended for reading in the Jewish chapter. Since the two religions interpret scriptures differently, Jewish literature should be recommended in this chapter.		action.
17	**(IMAP—Macmillan #24)* p.208, Passover, Change, add inserted material and delete as indicated: "Every spring, Jewish people around the world celebrate Passover, a holiday that honors the Exodus. The name Passover comes from the tenth plague. According to the Bible, God allowed the tenth plague to pass over the houses of the Israelites, so it would not affect them. God passed over their houses, sparing their children. After this plague, the pharaoh freed the Israelites. Jewish families hold a special ceremony called the Seder. During this service, families retell the Exodus story, <u>express sorrow for the plagues God sent to the Egyptians,</u> and eat certain foods. ~~such as matzoh, a bread Israelites ate during the Exodus~~. <u>Jews observe Passover for eight days in memory of the Exodus when their ancestors escaped from Egyptian slavery</u>." It is essential to clarify that the Passover observance is: more than a meal and not a celebration of the tenth plague; rather, it commemorates the Exodus.	Approve edit as written.	Confirm Ad Hoc action.
18	**(IMAP—Macmillan #24)* p. 208, Teacher's notes, Review answers, Delete: "~~The Exodus began after the tenth plague~~." Change to: "<u>The Exodus was the freeing of Jews from slavery in Egypt.</u>" The significance of the Exodus is not the plagues, it is the escape from slavery.	Change as directed but use "the Israelites" instead of "Jews".	Confirm Ad Hoc action.
19	p.211, (2) Add and Change: "<u>Although slavery was legal in</u>	Approve edit as written.	Confirm Ad Hoc

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	the United States until it was outlawed in 1863, now in the United States and other present-day democracies, this would not ~~have~~ happen~~ed~~. In these nations, the rule of law prevents leaders from taking away a people's freedom. The rule of law is a basic principle of democracy. It says that all citizens of a nation, including leaders, must act according to the law. No leader can take away freedoms that are guaranteed by written laws, such as those in the United States Constitution." In the context of a discussion of slavery and the rule of law, it is inaccurate to read that in the United States this would not happen when we know it did happen. Therefore if the subject is to be discussed in these terms, an acknowledgement such as the insertion above is needed.		action.
20	p. 215, A Closer Look, "Why might Solomon have built only one temple?" Teacher's notes, caption answer, Delete: "~~Possible response: Building more than one temple may have been too costly~~." Change to: "Solomon built one temple as the center of worship for the one God." The answer given indicates a lack of understanding of monotheism.	Approve edit as written.	Confirm Ad Hoc action.
21	p. 215 Teacher's notes, Delete: "~~Make it Relevant, Building Projects: "California—hires builders; Both—paid for with taxes; Kingdom of Solomon—built with forced labor~~" This is an inappropriate comparison that places modern standards on the ancient kingdom of Israel.	Approve edit as written.	Confirm Ad Hoc action.
22	p. 217, (10) Change: "Samuel had warned that the Israelites would suffer for having a king. The Israelites faced high taxes, ~~forced~~ drafted labor, and a king who seemed not to	Approve edit as written.	Confirm Ad Hoc action.

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	care about them."		
23	p. 218, Delete: The illustration that claims to show workers building Solomon's temple. The columns, with several statues on each one, are nothing like the decorations on Solomon's temple. See pages 213-214 of the text, which looks more like Solomon's temple.	Select a more accurate illustration.	Confirm Ad Hoc action.
24	p. 220, Teacher's notes, Introduce, What to Know—Add: "Remind students that religion, rulers, and conflicts with neighboring peoples were part of the history <u>of all the peoples during this time, including</u> the Israelites." Add the inserted clause so as to not give the inaccurate impression that the Israelites were unique in having these experiences.	Approve edit as written.	Confirm Ad Hoc action.
25	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 221, Israel and Judah, Delete: "Place, Kingdom of Israel, ~~in Canaan~~." It is not accurate to identify the place as Canaan at this point in history; the name was Israel as the text correctly illustrates.	Approve edit as written.	Confirm Ad Hoc action.
26	p. 222-223, Israel Falls to the Assyrians—Comment—The material on these pages is not consistent with the California standards; furthermore, it focuses on the prediction of the prophet Ahijah that Israel's defeat by the Assyrians is a punishment caused by their bad behavior. This is inaccurate, in addition to being irrelevant to the California standards. The events surrounding Ahijah's meeting with Jeroboam presumably occur sometime around 922 B.C.E. The Assyrian invasion of Israel (and later Judah) takes place in 721 B.C.E. (*Tanakh,* Jewish Publication Society, 1985) To	Approve edit as written.	Confirm Ad Hoc action.

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	collapse the 200 year period in order to take a quotation from the *Tanakh* to prove that Ahijah's prophecy foretold the Assyrian conquest is inaccurate. This gratuitous material that paints Jews as wicked people who deserve to be punished is not suitable for a public school text book. It brings in a very negative perspective of Jews that can promote anti-Semitism in the classroom and is in violation of adoption criteria #10 that requires neutrality among the religions. p. 222, Israel Falls to the Assyrians, Delete: paragraphs 1, 2, and the first sentence in 3, the material about the prophet Ahijah. Begin the section with: "Not far from Israel lay the growing Assyrian Empire. The Assyrians were fierce warriors…." Enlarge the illustration on p. 222 to fill the space of the deleted paragraphs. p. 222, Teacher's notes, Delete: ~~3, Primary Source: Quotation, Ahijah's prophecy and the question following it.~~ p. 222, Teacher's notes, Delete: ~~Background, Ahijah~~		
27	**(IMAP—Macmillan #28)* p. 223, paragraph 3, Delete: "~~The Assyrian invasion meant the end of the Jewish people in the land of Israel. The Israelites forced from Canaan were never heard from again. They became known as 'the ten lost tribes of Israel~~.'" The information in the text is incorrect. The Samaritans are Israelites, as paragraph 2 explains. Several of the "lost tribes" continued to practice Judaism, and many of them have returned to Israel in modern times. The Ethiopian Jews, the Jews of Yemen, and tribes in Africa and in India are part of this heritage. Change to: "<u>The</u>	Approve edit as written.	Confirm Ad Hoc action.

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	Israelites who were forced to move lost contact with those who remained in Israel and Judah. Many of these 'ten lost tribes of Israel' continued to practice Judaism in their new lands."		
28	p. 223, Teacher's notes, Delete: "Geography, Samaria: "~~Tell students that today Samaria is a town in central Palestine, in the West Bank territory under Israeli administration~~." The correct term is Palestinian territory because there is no peace agreement and no Palestinian state. Delete the sentence since the situation may change during the time this text is in use. The map sufficiently shows the location.	Approve edit as written.	Confirm Ad Hoc action.
29	**(IMAP—Macmillan #28)* p. 224, Summary, Delete: "The Assyrians sent away many of the Israelites who ~~disappeared from history.~~" Change to: "The Assyrians sent away many of the Israelites who became known as the ten lost tribes of Israel."	Approve edit as written.	Confirm Ad Hoc action.
30	p. 224, Review, #2, Delete: "~~Write a description of a prophet~~." The word prophet must be moved to Chapter 7 because Ahijah must be removed from the text.	Approve edit as written.	Confirm Ad Hoc action.
31	**(IMAP—Macmillan #28)* p. 224, Review, #3, Delete: "~~Why did Israelite culture disappear from the land that was once the Kingdom of Israel?~~" Change to: "What effect did the Assyrian conquest have on the Kingdom of Israel?" The suggested answer is the same.	Approve edit as written.	Confirm Ad Hoc action.
32	**(IMAP—Holt #26)* p. 226, Teacher's notes, Why it Matters, Capitalize God: "…consequence of Abraham's deciding to	Approve edit as written.	Confirm Ad Hoc action.

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	worship one God. Many people today still worship one God."		
33	**(IMAP—Holt #26)* p. 228, Use Vocabulary, Capitalize "…the concept of one God. (p. 205)" God is capitalized on page 205 and should be capitalized here for consistency.	Approve edit as written.	Confirm Ad Hoc action.
34	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p.230B, Defeat and New Beginnings, Objectives, Delete: "Describe the location of the Jewish people in lands outside ~~Canaan~~." In the time period covered by this chapter, the land was called Judah. Change to: "…in lands outside Judah." **(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230E, Lesson 1, p. 67, Defeat and New Beginnings, Delete: "The Jews were able to reclaim ~~Canaan~~." See above. Change to: "Judah." **(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230E, Lesson 1, p. 67, Defeat and New Beginnings, Delete: "Many Jews were scattered beyond ~~Canaan~~." Change to: "Judah."	Approve edit as written.	Confirm Ad Hoc action.
35	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230E, Skill Practice, p. 69, #1, Delete: "Judaism is practiced in a part of southwestern Asia and in parts of ~~eastern~~ Europe." The answer is inaccurate. The map shows Jewish populations in England and France as well as in Eastern Europe.	Approve edit as written.	Confirm Ad Hoc action.
36	p. 230E, Skill Practice, p. 69, #5, Delete: "The Jewish Diaspora began after the Babylonian Exile. Using the map,	Make edit as directed and adjust map to be more historically	Confirm Ad Hoc

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	what conclusion can you draw about where the Jewish people ~~settled~~? Possible response: ~~Since there are significant Jewish populations in Eastern Europe, it is possible that the Diaspora caused Jews to move north to settle there~~." That is a logical conclusion from the map, but it is an inaccurate conclusion, because one cannot draw a conclusion that where Jews live 2500 years after the Babylonian Exile is where they went directly. In fact, the Jews moved north, west, and east, living throughout the Roman world, remaining in Babylon, and moving to Persia and Turkey, as well as to North Africa and Western Europe. The concentration in Eastern Europe came much later. The map does not show that Jews were driven out of Arab lands within the past half century, thus making most of the present day Arab countries devoid of Jews. The map shows Jews in Egypt, but in fact there are almost no Jews there today, except for Israeli diplomats and businesspersons. This question is very misleading about the history of the Jewish Diaspora. Change to: "…Using the map, what conclusion can you draw about where the Jewish people live in parts of Europe, Africa, and Asia today?" Possible response: "Today, Jews live in Israel, Egypt, Turkey, and eastern and western Europe." (The answer will be incorrect regarding Egypt, but that is what the map shows.)	accurate.	action.
37	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230F, Study Guide, Lesson 1, p. 72, 3rd paragraph, Delete: "…Cyrus allowed the Jews to reclaim the land of ~~Canaan~~. However, the Jewish Diaspora continued, with many Jews remaining scattered outside of ~~Canaan~~." See above.	Approve edit as written.	Confirm Ad Hoc action.

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	Change to: "Judah" in both sentences.		
38	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230H, Chapter Test, p. 51, #2 D, Delete: "They were moved to ~~Canaan~~." See above. Change to: "Judah."	Approve edit as written.	Confirm Ad Hoc action.
39	p. 230H, Chapter Test, p. 53, #13, Delete: "rabbi who founded a school for Jewish learning ~~south of Jerusalem~~ Yavneh is west of Jerusalem. Change to: "…in Yavneh."	Approve edit as written.	Confirm Ad Hoc action.
40	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 230H, Chapter Test, p. 53, #16, Delete: "Possible response: …Even though Jews were later permitted to return to ~~Canaan~~…." See above. Change to: "Judah."	Approve edit as written.	Confirm Ad Hoc action.
41	**(IMAP—Macmillan #14)* p. 231, picture caption, Delete: "Jerusalem's Western~~—orWailing—~~Wall ~~with the Dome of the Rock in the background~~" Jews do not use the term "Wailing Wall." The picture should be replaced with the photograph of the Western Wall on page 252, which does not include the Dome of the Rock in the background.	Approve edit as written.	Confirm Ad Hoc action.
42	p. 231, Delete this photo. Replace it with: the photograph of the Western Wall on page 252 that shows Jews praying. It is unacceptable that the photo shows the Western Wall at a time when only two Jews are at prayer, rather than when crowds of Jews are at prayer.	Approve edit as written.	Confirm Ad Hoc action.
43	p. 231, Teacher's notes, Photograph, Delete: "~~The Dome of the Rock is an Islamic temple built in A.D. 684. It is located on the site of the Temple Mount, which is holy to the Jewish people~~." The photo from page 253, which should replace	Approve edit as written.	Confirm Ad Hoc action.

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	this photo with only two Jews, does not include the Dome of the Rock, which is unrelated to Jewish history. Change to: "The site of the Temple is the most holy place in the world to Jews."		
44	p. 231, Teacher's notes, Delete: "~~Make It Relevant, In your Community: Discuss with students the roles of the Jewish, Christian, and Muslim religions in your community. Have students tell what they know about each of the represented religions. Challenge them to write questions about each religion that they would like answered, and then add these questions to their preview-and-question table~~." Students should not be asked to share information about religions in this way. Further, this exercise leads students away from the main subject, the study of the development of Judaism and Jewish culture. This is not the place to emphasize Christianity, which will be thoroughly covered in later chapters, or Islam, which will be covered thoroughly in seventh grade. Focus should be on learning California standards material that students should know about Judaism and Jewish history. A lot of information about Islam is inappropriately inserted into this chapter, exercises, and on the test. -p. 234, Lesson 1 and Teacher's notes, Vocabulary, Add: "prophet (p. 236)" The definition of prophet has now been moved to Jeremiah, p. 236.	Approve edit as written.	Confirm Ad Hoc action.
45	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 234, Teacher's notes, Objectives, Delete: "Describe the location of Jewish people in lands outside ~~Canaan~~." The chapter	Approve edit as written.	Confirm Ad Hoc action.

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	uses Judah: timeline, Places, student text. Change to: "Judah."		
46	p. 235, last 2 paragraphs, Delete: "~~The prophet Jeremiah told the exiles that they had not kept their promise to worship God alone. Jeremiah said that the exile was God's punishment for their worship of other gods. In Babylon, Jeremiah gave hope to the people, saying God would reward them if they changed their ways. According to the Hebrew Bible, Jeremiah repeated these words from God: 'When you call Me, and come and pray to Me, I will give heed [pay attention] to you…and I will restore your fortunes…and I will bring you back to the place from which I have exiled you."***~~ This is a dangerous cause and effect attribution and totally inappropriate for a public school text because it is the kind of accusation that has been used to justify anti-Semitism through the ages. This problem is very significant because it is a major issue in the student text, the teacher's notes, and the homework and assessment pages.	Approve edit as written.	Confirm Ad Hoc action.
47	p. 235, Teacher's note, Delete: "~~Historical Interpretation: Read aloud the words spoken by Jeremiah as quoted in the Bible. Have students hypothesize about the long-term effects such a message might have had on the Judaeans~~." Of all the Biblical passages that could be chosen to show the beliefs, ethics, and accomplishments of Judaism, this is a poor one to emphasize. Students could only conclude that God punished the Jews for their evil ways. This is a theological interpretation that has historically been used to promote anti-Semitism; it has no place in a public school	Explain that this is not an historical explanation for the exile, but a theological explanation.	Confirm Ad Hoc action.

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	text.		
48	p. 236, first sentence, Add: "The prophet Jeremiah introduced new ideas to the exiles. Prophets are people who are believed to receive messages from God." Since the earlier material introducing the word *prophet* is deleted, the definition should be given here.	Approve edit as written.	Confirm Ad Hoc action.
49	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 236, paragraph 1, Delete: "…one day the exiles would return to Judah ~~in Canaan~~." The land at this point was Judah, not Canaan.	Approve edit as written.	Confirm Ad Hoc action.
50	p. 236, Teacher's notes, Delete: "~~Historical Interpretation: Ask students to share what they know about synagogues and rabbis. Then help them make a connection from the present to this early time in Jewish history~~." This kind of assignment invites problems; students are asked to share misinformation and possibly anti-Semitic attitudes. Change to: "Historical Interpretation: What change in Jewish worship came about because of Jeremiah's advice?"	Approve edit as written.	Confirm Ad Hoc action.
51	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 237, The Jewish Diaspora, Delete: "…others longed to return to Jerusalem ~~in Canaan~~." Jerusalem was in Judah.	Approve edit as written.	Confirm Ad Hoc action.
52	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 237, The Jewish Diaspora, Delete: "Cyrus allowed the Jews to reclaim ~~Canaan~~ and rebuild the Temple….but not all Jews moved back to ~~Canaan~~." Change to: "Judah" in both places.	Approve edit as written.	Confirm Ad Hoc action.

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53	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 237, Teacher's notes, Content Focus, Delete: "…some Jews returned to ~~Canaan~~." Change to: "Judah."	Approve edit as written.	Confirm Ad Hoc action.
54	**(IMAP—Macmillan #14)* p. 237, Teacher's notes, Link Culture with Civics and Government, Delete: "…today, many Jews living in or visiting Israel pray at the ~~Wailing Wall, or~~ Western Wall…." According to Joseph Telushkin, *Jewish Literacy* (p. 312), "The prayers at the *Kotel* [Western Wall] were so heartfelt that gentiles began calling the site the 'Wailing Wall.' This undignified name never won a wide following among traditional Jews; the term 'Wailing Wall' is not used in Hebrew."	Approve edit as written.	Confirm Ad Hoc action.
55	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 238, paragraph 1, Delete: "Jewish cultural life in ~~Canaan~~ suffered during the Babylonian Exile. However, as exiles returned to ~~Canaan~~...." Change to: "Judah" in both places.	Approve edit as written.	Confirm Ad Hoc action.
56	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Summary, Delete: "King Cyrus allowed Jews to return to ~~Canaan~~...." Change to: "Judah."	Approve edit as written.	Confirm Ad Hoc action.
57	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Homework and Practice, p. 67, Defeat and New Beginnings, Delete: "The Jews were able to reclaim ~~Canaan~~." See above. Change to: "Judah."	Approve edit as written.	Confirm Ad Hoc action.
58	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Homework and Practice, p. 67, Defeat and New Beginnings, Delete: "Many Jews were scattered beyond ~~Canaan~~."	Approve edit as written.	Confirm Ad Hoc action.

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	Change to: "Judah."		
59	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Review, #3, Delete: "…the Jews to return to ~~Canaan~~ from exile?" Change to: "Judah."	Approve edit as written.	Confirm Ad Hoc action.
60	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 239, Review, #4, Delete: "…after Cyrus let them return to ~~Canaan?~~" Change to: "Judah."	Approve edit as written.	Confirm Ad Hoc action.
61	p. 240, Picture of Jerusalem: Delete: this photo. This is chapter on Judaism, but this text has used a picture without Jews, showing Jerusalem with Arabs only. The lesson is about languages. Replace with: a picture of Israeli children in school with Hebrew writing on the wall, or freeway signs in Hebrew and English pointing to Jerusalem.	Replace with a more appropriate photo.	Confirm Ad Hoc action.
62	**(IMAP—Ballard & Tighe General Comment, Holt #9)* pp. 242-243, Delete: "~~Hebrew~~ Religious Artifacts" It is inappropriate to use the term *Hebrew* that was used 3000 years ago, rather than the term used when the artifacts were made. Change to: "Jewish Religious Artifacts."	Approve edit as written.	Confirm Ad Hoc action.
63	p. 245, picture caption, Delete: "…shows fighting between the Jews and ~~Romans~~…." The Maccabees fought the Greeks. Change to: "Greeks."	Approve edit as written.	Confirm Ad Hoc action.
64	p. 245, last paragraph: Delete: "The Romans crushed the revolt and sent nearly all the Jews of ~~Judaea into exile~~." This is inaccurate. The Bar Kokhba revolt led to the Romans exiling the Jews from Jerusalem, not from Judaea. More than half the Jewish population was killed in the revolt,	Approve edit as written.	Confirm Ad Hoc action.

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	and tens of thousands were sold into slavery. The Jews who did not revolt, mainly from the Galilee, were not exiled. After several years, Jews were allowed to return to Jerusalem. (Joseph Telushkin, *Jewish Literacy,* pp. 145-146). Change to: "The Romans brutally crushed the revolt and sent nearly all the Jews of Jerusalem into exile from their homeland."		
65	**(IMAP—Glencoe #1, Holt # 28,43)* p. 246, Teacher's notes, Culture, Delete: "I know that the ~~Bible contains stories from the Hebrew Bible~~, such as the ~~story~~ of Noah and the flood." In addition to using "story" twice, this sentence refers to the Christian Bible inappropriately in the chapter on Judaism. Change to: "I know that the Hebrew Bible contains familiar stories such as Noah and the flood."	Make change but use "Hebrew scriptures".	Confirm Ad Hoc action.
66	**(IMAP—Holt #15)* p. 247, first paragraph, Delete: "The Jewish people observe many ~~holidays~~ and traditions. Two of the most important Jewish ~~holidays~~ are…." The word *observe* is correct here. *Holidays* gives the impression of frivolous celebration, whereas Jewish holy days are serious times of religious reflection. Change to: "The Jewish people observe many holy days and traditions. Two of the most important Jewish holy days are…."	Approve edit as written.	Confirm Ad Hoc action.
67	**(IMAP—Holt #45)* p. 247, paragraph 1, Delete: "Rosh Hashanah is the first day of the Jewish New Year ~~and~~ the beginning of the ~~ten~~ High Holy Days." There are not ten High Holy Days. Change to: "Rosh Hashanah is the first day of the Jewish New Year, the beginning of the High Holy Days."	Approve edit as written.	Confirm Ad Hoc action.

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68	**(IMAP—Macmillan #33)* p. 247, next to last paragraph, Change: "He taught many of the ideas of Judaism, such as belief in God, ~~and the importance of~~ the Ten Commandments, and love of God and of your neighbor. In addition, Jesus taught new religious ideas like love your enemies." This text fails to recognize that concepts of love of God and love your neighbor are Jewish ideals. A different idea Jesus introduced was to love your enemies.	Approve edit as written.	Confirm Ad Hoc action.
69	p. 247, Primary Sources, The Talmud, Delete: "…this copy of theTalmud, a ~~book~~ that describes…" For accuracy, Change to: "…this copy of theTalmud, a Jewish legal code that describes…"	Approve edit as written.	Confirm Ad Hoc action.
70	p. 248, first paragraph, Delete: "~~The life of Muhammad and the message of Islam are presented in the Qur'an, the holy book of Islam~~." This is unnecessary information, and the information about Christianity and Islam should be balanced. Since comparable information about Christianity is not included here, this information should be deleted.	Approve edit as written.	Confirm Ad Hoc action.
71	p. 248, Review, #2, Delete: "~~Write a paragraph comparing Judaism, Islam, and Christianity~~." Students do not have information to do this assignment and should not be asked to compare religions. Change to: "Write a paragraph explaining how Judaism influenced Christianity and Islam." The religions should be listed in chronological order: Judaism, Christianity, Islam.	Approve edit as written.	Confirm Ad Hoc action.
72	**(IMAP—Ballard & Tighe General Comment)* p. 248, Teacher's notes, Review answers, #6, Delete: "It tells the	Approve edit as written.	Confirm Ad Hoc action.

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	history of the Jewish people to 300 B.C. and contains many traditional ~~stories~~ and teachings of Judaism." Change to: "…and contains many traditional poems, proverbs, and teachings of Judaism."		
73	**(IMAP—Holt #12)* p. 248, Teacher's notes, Review answers, #7, Delete: "Make a list of the traditions and ~~holidays~~ of Judaism." See above. Change to: "…traditions and holy days…"	Approve edit as written.	Confirm Ad Hoc action.
74	p. 248, Teacher's notes, Review answers, #8, Add: "Christianity and Islam adopted the Jewish belief in one God." This is the most important point and should be the first listed.	Approve edit as written.	Confirm Ad Hoc action.
75	p. 250, Teacher's notes, Write a Research Report, Delete: "Students should use chapter details to help them formulate questions of one person ~~in the chapter~~, such as ~~Cyrus, Jesus, or Muhammad~~." This is the chapter on The Origins of Judaism. This direction tells students to write about the non-Jewish people mentioned in the chapter and ignores all of the Jews. This is an inappropriate assignment for the chapter on Judaism. Change to: "…one person important to Jewish history, such as Ezra, Ruth, Hillel, or Johanan Ben Zakkai."	Approve edit as written.	Confirm Ad Hoc action.
76	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 250, Teacher's notes, Homework and practice, p. 72, 3rd paragraph, Delete: "…Cyrus allowed the Jews to reclaim the land of ~~Canaan~~. However, the Jewish Diaspora continued, with many Jews remaining scattered outside of ~~Canaan~~."	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	See above. Change to: "Judah" in both sentences.		
77	p. 251, Use Vocabulary, #4 Delete: "~~Christianity, Islam~~" Since this is the chapter on Judaism, the review should emphasize ideas about Judaism, not focus on two other religions that will be studied in their own time. Asking students to show the relationship between Christianity and Islam is an inappropriate exercise for the chapter on Judaism and is unrelated to the standards on Judaism.	Approve edit as written.	Confirm Ad Hoc action.
78	p. 251, Use a Cultural Map, Delete this exercise, which has nothing to do with Judaism, Jewish history, or the California standards. This belongs in a chapter on Islam, since it is focused on languages spoken by Muslims, not by Jews.	Approve edit as written.	Confirm Ad Hoc action.
79	p. 252, Jerusalem, Get Ready, paragraph 2, Delete: "Today the city of Jerusalem, ~~known in Arabic as Al-Quds and in Hebrew as Yesuralayim,~~…" Add and Change: "Today the city of Jerusalem is the capital of Israel. Known in Hebrew as Yerushalayim and in Arabic as Al-Quds, it is considered holy by the Jewish, Christian, and Islamic religions." Since this is the chapter on Judaism, place the Hebrew pronunciation first, and point out the Jerusalem is the capital of Israel, the Jewish state.	Approve edit as written.	Confirm Ad Hoc action.
80	**(IMAP—Macmillan #14)* p. 252, Jerusalem, What to See, Delete: "The Western~~—or Wailing—~~Wall…." This photo should be used to replace the photo on p. 231, which shows only two Jews praying and is dominated by the Muslim mosque.	Approve edit as written.	Confirm Ad Hoc action.

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81	p. 252, Teacher's notes, Background, Jerusalem: The history recounted here is selective to make the Israelis look like conquerors. Delete: "~~During the Arab-Israeli War of 1967, the Israelis captured the Old City of Jerusalem. Many Arabs moved from the Old City after the war. The Israeli government promised to allow~~ people of all religious faiths access to holy sites." Change to: "From the time Israel declared independence in 1948 until 1967, the Western Wall was controlled by Jordan, and Jews were forbidden to pray there. Since Israel gained control of Jerusalem in the Arab-Israeli War of 1967, the Israeli government has allowed people of all religious faiths access to holy sites." This is a more accurate statement.	Approve edit as written.	Confirm Ad Hoc action.
82	p. 253, photo caption, Hurva Arch, Delete: "The Hurva Arch (background) stands at the site of a synagogue ~~that was destroyed~~ in 1948. For accuracy, Change to: "The Hurva Arch (background) stands at the site of a synagogue destroyed by Arab armies in 1948."	Approve edit as written.	Defer to the original text.
83	p. 253, photo caption, the Dome of the Rock, Add: "It is built upon the Temple Mount, the holiest site of Judaism." This is a more accurate explanation.	Approve edit as written.	Confirm Ad Hoc action.
84	p. 254, Summary, Add: "…Abraham lived in Mespotamia in the 1900s B.C."	Approve edit as written.	Confirm Ad Hoc action.
85	p. 254, Main Ideas and Vocabulary, #4, Delete: "~~What is Islam? A. a prophet, B. a religion, C. a law, D. a country~~" This is not a main idea from the chapter on Judaism. There is a strong emphasis on Islam in the chapter exercises, but	Approve edit as written.	Confirm Ad Hoc action.

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	the chapter is supposed to teach students about Judaism and Jewish history. Change to: "What is the Jewish escape from slavery in Egypt to freedom in the Promised Land called? A. the Diaspora, B. the Exodus, C. Yom Kippur, D. Hanukkah"		
86	**(IMAP—Holt #26)* 254, Teacher's notes, Recall Facts, #5 Capitalize: "…the belief in one ~~god~~" Change to: "…the belief in one God"	Approve edit as written.	Confirm Ad Hoc action.
87	**(IMAP—Macmillan #24)* p. 255, Recall Facts, #7, Delete: "~~Why did the pharaoh allow the Hebrews to leave Egypt?~~" This question misses the important facts that should be learned in this chapter. Change to: "What did Moses accomplish?"	Approve edit as written.	Confirm Ad Hoc action.
88	**(IMAP—Macmillan #24)* p. 254, Teacher's notes, Recall Facts, #6, Delete: "~~He set them free after the tenth plague. In this plague God had killed all Egyptian firstborn sons, including the pharaoh's~~." Change to: "Moses led the people from slavery in Egypt to freedom in the Promised Land and received the Ten Commandments from God."	Approve edit as written.	Confirm Ad Hoc action.
89	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 255, Recall Facts, #13, Delete: "Who allowed the Jews to reclaim ~~Canaan~~…?" Change to: "Judah"	Approve edit as written.	Confirm Ad Hoc action.
90	p. 255, Teacher's notes, Apply Skills, #20, Delete: "…~~it is close to where the Second Temple once stood~~." Change to: "…it is all that remains of the ancient Temple complex."	Approve edit as written.	Confirm Ad Hoc action.

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91	p. 256, Unit Writing Activity, Write an Expository Paragraph, Delete: "~~Write an expository paragraph explaining how Judaism, Christianity, and Islam are related. Also tell one important belief that all three religions share~~." Like several assignments in this chapter, the focus is not on Judaism, but rather on other religions. Change to: "Write an Expository Paragraph explaining how Judaism survived despite exile of many Jews from the land of Israel and the destruction of the Temple in Jerusalem."	Approve edit as written.	Confirm Ad Hoc action.
92	p. 256, Teacher's notes, Unit Writing Activity, Write an Expository Paragraph, Delete: "…they review information in their textbook about how ~~Judaism, Christianity, and Islam are related~~." Change to: "…they review information in their textbook about how Jewish leaders such as Jeremiah and Johanan Ben Zakkai developed new ways to worship and to study Judaism."	Approve edit as written.	Confirm Ad Hoc action.
93	**(IMAP—Macmillan #14)* p. 256S2, Summative Test, #35, Delete: "~~The structure is also called the Wailing Wall~~." The term "Wailing Wall" is not used by Jews. See note above, p. 237.	Approve edit as written.	Confirm Ad Hoc action.

Holt, Rinehart and Winston

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94	(IMAP—Holt #6) p. 226: We strongly disagree with removing Judaism on p. 226 and using "their religion" [Hebrews]. This is a discussion of the Hebrew Bible's contents, and Judaism is the religion. Judaism as a key term should be retained here.	Judaism is a key term and should be explained; that does not have anything to do with this IMAP correction which is accurate.	Confirm Ad Hoc action.
95	**(IMAP—Holt #16)* p. 229, King David, Delete: "…~~David defeated the Philistines and fought and won wars against many other peoples of Canaan. Among the lands David captured was the city of Jerusalem, which became Israel's new capital~~." Change to: "David was admired for his military skills and as a poet; many of the Psalms are attributed to him. He established the capital of Israel in Jerusalem." Attribution of authorship of many of the Psalms should not be ignored. Jerusalem was the only capital; "new" suggests a former capital.	Approve edit as written.	Confirm Ad Hoc action.
96	p. 230, "Independence and Conquest, paragraph 2, Delete: "~~The Jews made many great advances under the Romans. Jewish leaders added to the Second Temple. Teachers such asYohanan ben Zaccai clarified some Jewish teachings to help people better understand their religion. Yohanan built a school near Jerusalem to teach about Judaism.~~ "In ~~spite of the advances they made, many Jews weren't happy with Roman rule~~. They called on their people to rebel against the Romans." This paragraph presents an overly benign picture of Roman occupation. Joseph Telushkin, *Jewish Literacy,* pp.	Approve edit as written.	Confirm Ad Hoc action.

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	133-136, provides a more accurate description of life under the Romans: Change to: "Although Jewish leaders added to the Second Temple under Roman rule, life was difficult. Heavy taxes burdened the people. The Romans were brutal masters who had no respect for the Jewish religion and way of life. Some rulers tried to force the Jews to worship the Roman Emperor. The Roman rulers even appointed the high priests, the leaders of the Temple. This was more than the Jews could bear. They called on their people to rebel against the Romans." The discussion of Yohanan ben Zaccai does not belong in this period; it belongs with the discussion of the destruction of the second Temple in 70 A.D. on pp. 240-241. The passage in the text fails to recognize the real contribution of Yohanan ben Zaccai who, according to Robert Seltzer, articulated a "rabbinic blueprint for Jewish survival." (*Jewish People, Jewish Thought*, p.245.)		
97	p. 232, Delete: "~~If YOU Were There, You live in a culture in which many people own slaves. Some people in your town treat their slaves very badly. But you have been taught to be fair and kind to everyone, including slaves. One day, you tell one of your neighbors he should be kinder to his slaves. He asks you why you feel that way. How will you explain your belief in kindness"~~? The purpose of this may be to help students develop sensitivity to cultural values other than their own. However, in 21st century America, an activity that requires students to	Approve edit as written.	Confirm Ad Hoc action.

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	accept the institution of slavery and argue only about what form of slavery is all right—whether it should be kind or unkind treatment of slaves—is highly inappropriate! Students should not be taught about cultural sensitivity in a context that assumes acceptance of behavior—slavery—that is inconsistent with America's values and odious to most Americans.		
98	p. 241-242, Information about Yohanan ben Zaccai should be moved to pp. 241-242.	Approve edit as written.	Confirm Ad Hoc action.
99	p. 241, Teacher's notes, Main Idea, Delete: "~~Identify: Who were the Zealots? *A group of Jews who refused to obey Roman officials and led their fellow Jews in revolt.*~~" The Zealots are not in the California standards, and the contribution of Yohanan ben Zaccai is in the standards and is more important. Change to: "Identify: Who was Yohanan ben Zaccai? *A Jewish teacher who established a school at Yavneh.*"	Approve edit as written.	Confirm Ad Hoc action.
100	(IMAP—Holt #20) p. 243, Removes "mazel tov" as a Yiddish word because it is Hebrew. "Mazel tov" is both Hebrew and Yiddish; it should not be removed from the list.	Approve edit as written.	Confirm Ad Hoc action.
101	p. 247, Teacher's notes, Answers, Change to: #2. "Moses led the Hebrews out of slavery in Egypt in the Exodus." #7. "The Jewish holiday Passover commemorates the freeing of the Hebrews from slavery and their journey out of Egypt in the Exodus." The significant event commemorated	Approve edit as written.	Confirm Ad Hoc action.

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	by Passover and remembered as the Exodus is that the Jewish people were freed from *slavery*, not merely that they were in Egypt.		
102	p. 379, Key Terms and People, Section 2, Delete: "~~Saint~~ Paul." This is a religious term. Change to: "Paul."	Approve edit as written.	Confirm Ad Hoc action.
103	(IMAP—Holt #33). p. 391, The Parable of the Good Samaritan, About the Reading: The IMAP suggests a change but still emphasizes that Jews considered themselves of a higher status than Samaritans. This misconstrues the difference, which was religious, not class. Both the original and the IMAP change emphasize bad qualities of Jews rather than the point of the parable: Who is your neighbor? The offensive reference to Jews should be removed not reworded. This interpretation of the parable has been used historically to promote anti-Semitism and has no place in a public school textbook. Delete: "The Samaritans were a group who lived in what is now northern Israel. ~~Many Jews looked down on Samaritans and refused to associate with them~~." Since Jesus and all of his audience were Jews, focusing on, "~~Many Jews looked down on Samaritans and refused to associate with them~~" is an unnecessary inclusion. Change to: "The Samaritans were a minority group who lived in what is now northern Israel."	References to Jews looking down on Samaritans should be edited out.	Confirm Ad Hoc action.
104	**(IMAP—Ballard & Tighe General Comment)* p. R40, Gazetteer, Delete: "Judah one of the two kingdoms created when ~~Jerusalem~~ was divided; the ~~Hebrews~~ in Judah came to be called Jews (p. 230)." The kingdom of Israel was divided,	Approve edit as written.	Confirm Ad Hoc action.

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	not the city of Jerusalem.		
105	**(IMAP—Holt #16)* p. R49, Biographical Dictionary, Delete: "David, (c. 1000 B.C.) King of Israel, he defeated the Philistines and ~~moved~~ the capital to Jerusalem ~~after capturing that city~~. (p. 229) The capital was not somewhere else and then moved to Jerusalem.	"Established" is more historically accurate than "moved".	Confirm Ad Hoc action.
106	**(IMAP—Ballard & Tighe General Comment, Holt #9)* R 56, Diaspora, Delete: "~~the scattering of the Jews outside of Canaan after the Babylonian Captivity (p.230)~~" Change to: "<u>the places where Jews lived after they were expelled from their homeland, Judah</u>." The land was <u>Judah</u> at that time.	Change is not exactly correct, diaspora is not "the place", retain "scattering" but change Canaan to Judah.	Confirm Ad Hoc action.
107	Grade 7, **(IMAP—Glencoe #1, Holt # 28,43)* p. 60, Three Religions: The picture contains a Torah Scroll, a Christian Bible, and a Qur'an. Change to: "The ~~Torah~~, <u>Hebrew Bible, the</u> holy book of Judaism The <u>Christian</u> Bible, <u>the</u> holy book of Christianity The Qur'an, <u>the</u> holy book of Islam" Contact: The Jewish holy book comparable to the Christian Bible and the Qur'an is the Hebrew Bible. The Torah scroll contains the first five books of the Hebrew Bible. This implies that the Bible is the holy book of Christianity only, but Jews also call their holy book the Bible.	Make edit, but need to clarify that the Torah is not the entire Hebrew Scriptures.	Revise passage to read, "The Torah, part of the Hebrew Bible, the holy book of Judaism. The Christian Bible, the holy book of Christianity. The Qur'an, the holy book of Islam."

Houghton Mifflin
McDougal Littell

These two publishers share identical sixth grade texts.

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108	p. 326: paragraph 2, Delete: "According to the Torah, during troubled times the Hebrews held to their belief that they ~~were God's chosen people~~." The phrase "chosen people" is misunderstood and often used to denigrate Jews. Change to: "According to the Torah, during troubled times the Hebrews held to their belief in God."	For greater historical accuracy it would be good to explain that every nation/people at that time was "chosen" by its deity, with whom it had a specific covenant.	Confirm Ad Hoc action.
109	p. 326: Language Arts: Profile Abraham, Delete: "Have students use library resources and the internet to research and report on the life of Abraham. ~~Tell students to include information about other religions (such as Islam) in which Abraham plays is honored~~. Invite volunteers to give oral reports on their research." This is the chapter on Judaism. Islam will be thoroughly covered in the seventh grade standards. This assignment takes the focus from the main topic (Judaism) to introduce a religion (Islam) out of the ancient world time frame, a religion that will be amply covered in seventh grade.	Approve edit as written.	Confirm Ad Hoc action.
110	**(IMAP—McDougal Littell #16)* p. 327: Primary Source: The Ten Commandments: As the footnote states, "Jews and some Christians word the commandments in ways slightly different from this version." Chapter 10: The Hebrew Kingdoms is the chapter about Judaism. Yet the primary source material, the Ten Commandments, is taken from a	Approve edit as written.	Confirm Ad Hoc action.

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	Christian Bible, not from the Hebrew Scriptures. The Ten Commandments Christian version in this text differs in meaning from the Jewish version. "Do not murder," the Jewish commandment is not the same as the commandment quoted here, "~~Thou shalt not kill~~." The Jewish version was used in the 1999 version of *A Message of Ancient Days* (Houghton Mifflin). Use the Jewish version in the chapter on Judaism.		
111	**(IMAP—McDougal Littell #16)* p. 327: Interpreting Primary Sources, Delete: "Describe the behavior of a person who follows the commandments. *(The person would believe in one God, not worship other gods, and ~~go to church on the Sabbath~~. The person would not swear, ~~kill~~, be immodest, steal, lie, or be greedy.)"* Here again is a Christian interpretation in the Jewish chapter (church; kill). Change to:*" The person would believe in one God, not worship other gods, and keep the Sabbath as a day of rest and worship. The person would not swear, murder, be immodest, steal, lie, or be greedy."*	Approve edit as written.	Confirm Ad Hoc action.
112	p. 334: Mezuzah, "Traditionally, ~~some~~ Jews keep. . . ." Delete some.	Make edit; should also include the Biblical references for the practice, Deut 6:9 and 11:20.	Confirm Ad Hoc action.
113	p. 337: Israel and Judah, Delete: "When Solomon's son became king, the northern tribes refused to pledge their loyalty until he agreed to lighten their taxes and end ~~forced~~ labor on building projects." Change to: "...to lighten their taxes and end their labor on building projects."	1) Material is accurate, though again it should be pointed out that this was standard practice at the time. 2) The text should clarify that the reason for the defeat of the	Confirm Ad Hoc action.

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	1)"Forced labor," should not be the main idea of this page. The labor discussed is more similar to conscription in the military or the CCC of the Roosevelt era than to slavery, as "forced labor" implies. This point is not in the standards, which are focused on the central ideas, development, and survival of Judaism. 2) The assumption that if the Jews were not so quarrelsome and could get along with each other, the Assyrians and Babylonians could not have conquered them is a highly questionable premise. Even united Israel was a small kingdom.	ancient Israelites was their military inferiority.	
114	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p.341:"Rise and Fall of the Hebrew Kingdoms, last paragraph, Delete: "....He freed the Jews and allowed them to return to ~~Palestine~~…." Use of Palestine in this period is incorrect. The Romans renamed Judea "Palestine in 132 A.D. In 538 B.C. the country was named Judah. Change to: "....He freed the Jews and allowed them to return to <u>Judah</u>."	Approve edit as written.	Confirm Ad Hoc action.
115	p. 343: Syria Controls Judah, Delete: "~~Many~~ of the people did not (begin to worship Greek gods). Change to: "<u>Most</u> of the people…." Most is accurate.	Very hard to know how many people did what, best to characterize it as "some" versus "others".	Confirm Ad Hoc action.

Macmillan/McGraw-Hill

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116	p. 340A, Unit Summary, Explore the Big Idea, "Students learn about the geography of ancient Israel and Greece, the rise and fall of the kingdom of Israel, and Greek ideas about government and citizenship. In this unit, the Big Idea asks students: How do new ideas cause change?" Neither here nor in the chapter descriptions on this page is there any suggestion of the new ideas introduced by the people of Israel: monotheism, moral values, justice, education, and responsibility toward others.	No specific edit was proposed for this item.	Defer to the original text.
117	p. 340 A "Chapter 10: The Early Israelites". Delete: • ~~In 1800 B.C., people called the Children of Israel built a kingdom in this region~~." Change to: • "In about 1800 B.C. Abraham led his people, believers in one God of justice and righteousness, to ancient Israel. • Eventually these people became known a Jews. Many aspects of Jewish culture such as monotheism, moral values, justice, education and responsibility toward others have influenced modern culture." This change makes the section consistent with the main ideas included in the California standards.	Approve edit as written.	Confirm Ad Hoc action.
118	p. 340C, "6.3.5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the	Approve edit as written.	Confirm Ad Hoc

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	Jewish population from Jerusalem and the rest of Israel after the ~~deconstruction~~ of the second Temple in A.D. 70." Wrong word used. Change to: "destruction."		action.
119	*(IMAP—Macmillan #14) 340E, Teaching the Unit Newspaper, The Sacred City, Delete: • Of what is the ~~Wailing~~ Wall a remnant? (The Wall is the only remaining part of ~~King Solomon's~~ Temple.) Change to: Western Wall" and "the Temple." The Western Wall is actually part of the second Temple, not Solomon's Temple.	Approve edit as written.	Confirm Ad Hoc action.
120	p. 342, Timeline, Delete: *(IMAP—Macmillan # 23) "~~8000 B.C. Ancient Israelites begin farming~~" ~~"620 B.C. Judah is conquered by Egypt~~. This is not a standards-based important event. There is nothing on the timeline about Abraham, Moses, the Exodus, King David, or Jerusalem, all significant people/events in Jewish history and all in the California standards. Add: "circa 1800 B.C Abraham leads his people to ancient Israel, circa 1200 B.C. Moses leads the Israelites from Egypt, circa 1000 B.C. King David establishes the capital of Jerusalem"	Approve edit as written.	Confirm Ad Hoc action.
121	p. 353, Effects of Geography, last paragraph, Delete: "The people of ancient Israel called one group of ~~invaders~~ the Habiru." Change to: "The people of ancient Israel called one group of newcomers the Habiru."	Approve edit as written.	Confirm Ad Hoc action.

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122	p. 355, TEACH, The People of Israel, Summary, Delete: "The Israelites settled in ancient Israel after ~~1200~~ B.C." The correct date is 1800 B.C. Change to: "The Israelites settled in ancient Israel after 1800 B.C."	Approve edit as written.	Confirm Ad Hoc action.
123	p. 357, The Ten Commandments, paragraph 2, "~~The most~~ important part of the Torah is the Ten Commandments." Jews do not consider this the most important part of the Torah. Change to: "One important part of the Torah is the Ten Commandments."	Approve edit as written.	Confirm Ad Hoc action.
124	p. 360, Teacher's notes, 3, Close, Tell What They Did, Delete: "Jacob was the father of 12 sons; each ~~lead~~ one of the tribes of Israel." Wrong word. Change to: "each led one of the tribes of Israel."	Approve edit as written.	Confirm Ad Hoc action.
125	p. 365, Teacher's notes, Question Bank #2, "Why might the Israelites have remembered David as their greatest king? Delete: (~~He conquered nearby nations and created a small empire~~.) These are not the reasons Jews remember David as the greatest king. Change to: "David established Jerusalem as the civic and spiritual capital of the Israelites, wrote many Psalms that became part of the Hebrew Bible, and united the people."	Approve edit as written.	Confirm Ad Hoc action.
126	p. 365, Teacher's notes, Universal Access, Enrichment, Delete: "~~Have students work with a partner. Ask them to draw a Venn diagram with the headings 'empire' and 'kingdom.' Have them fill in the diagram to compare an empire and a kingdom. Then have them write a short paragraph based on this information~~." There is no	Approve edit as written.	Confirm Ad Hoc action.

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	information in the text to accomplish this, since the terms are used interchangeably about the kingdom/empire of Israel.		
127	*(IMAP—Macmillan #28) p. 366, Teacher's notes, Summary, Delete: "The Assyrians conquered Israel in 722 B.C. and forced ~~the ten tribes~~ to leave the land. ~~While these tribes lost their religion, the Assyrians began to worship the god of the Israelites~~." This is not correct. Change to: "The Assyrians conquered Israel in 722 B.C. and forced the leaders of the Israelites to leave the land. Those who were forced to leave became known as the ten lost tribes of Israel. Many of them continued their religious practices in their new lands." Delete: "~~Then the people of Judah turned to the Egyptians. The people of Judah paid tribute to Egypt. Later the Chaldeans conquered Egypt~~." This information is not part of the California standards and contributes nothing to the understanding of Standard 6.3.	Approve edit as written.	Confirm Ad Hoc action.
128	p. 367, Teacher's notes, Review the Standards Through Writing, Delete: The Expository and Persuasive writing prompts. The Expository prompt is not related to the California Standards. The Persuasive prompt was reinforced in the Venn Diagram. Change to: "Expository—Write a paragraph that explains the importance of the Ten Commandments. Persuasive—Decide whether you prefer monotheism or polytheism. Then write a one-paragraph letter to try to convince a friend that your perspective is right."	Approve edit as written.	Confirm Ad Hoc action.
129	p. 369, Teacher's notes, Scrolls, Delete: "The ancient Israelites wrote important religious and governmental	Approve edit as written.	Confirm Ad Hoc action.

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	documents on scrolls. ~~of papyrus, a thick paper-like material made from a grassy Mediterranean plant~~. Since most ancient Israelites could not read or write, these scrolls were produced by professional scribes. Some Israelite children were trained for this job." Jewish scrolls were on leather.		
130	*(IMAP—Ballard & Tighe General Comment) p. 371, italicized introductory paragraph, Delete: "Wise men, priests, and kings wrote down ~~these stories~~ that had been passed from one generation to the next." Change to: "Wise men, priests, and kings wrote down this history that had been passed from one generation to the next." Stories" implies that these writings are purely fictional.	Approve edit as written.	Confirm Ad Hoc action.
131	p. 371, "From Babylon to Judah, Delete: "The Jews called their time in Babylon exile. This means they were forced ~~to live in a foreign land~~." Change to: "…This means they were forced to leave their homeland." The dictionary definition of "exile is "forced absence from one's country."	Approve edit as written.	Confirm Ad Hoc action.
132	p. 374, The Dead Sea Scrolls, Delete: "…are ancient scrolls of leather, ~~papyrus,~~ and copper…. They were probably written ~~by Essenes~~ between 200 B.C. and A.D. 68. The scrolls include the oldest complete copy of the book of Isaiah and ~~all the~~ other books of the Hebrew Bible~~, except for the book of Esther~~." This information is not correct. Nobody knows who wrote the Dead Sea Scrolls. Change to: "…ancient scrolls of leather and copper…. probably written between…. The scrolls include the oldest complete copy of the book of Isaiah and fragments of many other books of the Hebrew Bible."	Approve edit as written.	Revise Ad Hoc edit to read, "ancient scrolls of leather, papyrus, and one of copper…"

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133	p. 380, Teacher's notes, #5, Delete "~~D~~" That is not the correct answer. Change to: "B" The choice should be "proverbs," not "~~proverb~~."	Approve edit as written.	Confirm Ad Hoc action.

Oxford University Press

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	The Ancient Near Eastern World		
134	p. 116, paragraph 4, Change to: "The biblical description of the Israelites' early years in the Levant begins at a time ~~during the dark age~~ when the Israelites were organized into 12 tribes." "During the dark age" implies a negative about the Israelites, who were in fact the only people to record their lives at this time.	Approve edit as written.	Confirm Ad Hoc action.
135	p. 117, Sidebar, Change to: "The Hebrew Bible ~~was~~ is the holy book of the ancient Israelites, who were the ancestors of modern Jews."	The ancient Israelites no longer exist so the past tense is more historically correct.	Confirm Ad Hoc action.
136	p.118, omits the artistic/cultural aspect of King David. Delete: "… ~~He ruled over Canaanites, Hittites (those who were not living in the Levant), and Philistines as well as his own Israelite people~~." Add: "David was beloved by his people and is considered one of Israel's greatest kings by the Jewish people. In addition to his talent for leadership, he	Additional aspects of David's rule can be added if space is adequate.	Confirm Ad Hoc action.

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	was a musician and poet. Many of the Psalms in the Bible are said to have been written by David." This change adds David's important contributions that are omitted in this text.		
137	p. 127, This is a glaring example of how the text applies modern biblical scholarship only to Judaism. The Exodus is observed by Jews to this day as the seminal event in their history. Numerous events related in the text's sections on Christianity and Islam are not subjected to the same test of verifiability. For example, the text does not point out the lack of evidence for the resurrection of Jesus, nor for Muhammad's flight to heaven from Jerusalem, to name but two. In the interest of neutrality, this section must be replaced. Delete: "~~Unfortunately, Egyptian records from the time don't mention the Exodus of the Israelite slaves. And archaeology hasn't uncovered any evidence of their years in Egypt, nor of their dramatic departure. We have only the biblical account for evidence. But belief in the Exodus was an essential ingredient in the Israelites' idea of themselves as a separate and united people. Josiah's discovery of the Book of the Law helped them to develop this understanding~~." Replace with: "For Jews, the Exodus is a central event in their history. The escape from Egyptian slavery demonstrated God's continued connection to the Jewish people. It is also a powerful symbol for all people showing the importance of freedom that has lasted throughout the ages. Every year Jewish families remember the Exodus during Passover. In their ceremony they rededicate	Approve edit as written.	Confirm Ad Hoc action.

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	themselves to the cause of freedom for all people."		
138	p. 127, The Jewish Journey, Sidebar, Change to: "around 1800 BCE Abraham leads Hebrews to Levant around 1250 BCE Moses leads Israelites out of Egypt to Levant ~~around 1200 BCE Israelites arrive in Levant~~ ~~598-597 BCE Jehoiakin of Judah reigns~~" According to the Hebrew Bible, Abraham is the beginning of the history of the Jewish people. He should be included in every timeline of Jewish history. Abraham and Moses are in the California standards. Jehoiakin is not.	Date of Abraham is subject to tremendous debate, Date of the destruction of the first Temple could be included instead of Jehoiakin.	Confirm Ad Hoc action.
139	p. 129, picture caption, Add: "A god holds a shield in one hand and raises his sword in the other, ready to attack his enemies. The statue may represent the god Baal, whom the Canaanites worshiped, but the Israelites did not." Because this illustration is on a page about the beliefs of the Israelites, it must be clarified that they did not worship this god.	Approve edit as written.	Confirm Ad Hoc action.
140	p. 137, paragraph 2, Delete: "~~At this point, the northern kingdom of Israel seems to disappear from history. Later authors called its people the 10 Lost Tribes of Israel. They weren't really lost, but the biblical authors stopped writing about them. Although many of the Israelites managed to stay on in their land, it seems that almost all of the Israelites eventually gave up their worship of Yahweh—all except for~~ the Israelites who lived in tiny Judah. But Judah, too, lived	Approve edit as written.	Confirm Ad Hoc action.

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	within the grip of Assyria's control." Change to: "Most of the Israelites managed to stay in Israel. They continued to worship God according to ancient Israelite tradition and became known as Samaritans. Over time, the Israelites who were forced to move lost contact with those who remained in Israel and Judah. They became known as the "10 lost tribes of Israel." Many of them continued to practice Judaism in their new lands. [T]he Israelites who lived in tiny Judah continued to worship God. But Judah, too, lived within the grip of Assyria's control." This needs revision to explain the 10 lost tribes and the Israelites who remained in Israel. The Samaritans, who still worship God according to ancient Israelite tradition, are descendants of the Israelites who remained in Israel. It is not true that almost all of these people gave up worship of God. Several of the "10 Lost Tribes" continued to practice Judaism in their new lands and have in modern times moved to Israel. The Ethiopian Jews, the Jews of Yemen, and tribes in Africa and in India are part of this heritage.		
141	p. 141, paragraph 4, Change to: "The Babylonians demolished Jerusalem, including the king's palace and the holy ~~Yahweh's~~ temple."	Approve edit as written.	Confirm Ad Hoc action.
142	p. 144, Change to: "And in modern times, the Jews were forced to flee from Iraq even though their families had lived there for more than 2,500 years. ~~today, in Iraq, there are still a few Jews who say that their families have lived there for more than 2,500 years~~."	Approve edit as written.	Confirm Ad Hoc action.

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143	5. Delete: "~~Historians don't consider the Hebrew Bible to be history in the usual sense because~~ ~~c. its main character is Yahweh~~."	Approve edit as written.	Confirm Ad Hoc action.
144	p. 132, Change to: "Sometimes they deported a large portion of the population ~~whole populations~~, as they did in the case of the Israelites when Israel was conquered." This is inaccurate, as the text acknowledges, p. 137, "…many of the Israelites managed to stay on in their land…." Also see your reading comprehension question #2, "Assyria…sent many Israelites into exile." We have offered corrections to the text that indicate present-day Samaritans trace their ancestry to the ancient Israelites who were not deported.	Approve edit as written.	Confirm Ad Hoc action.
145	p. 133, Critical Thinking Questions, #2, Change to: "Why do you think the people of Israel became known as the 10 Lost Tribes of Israel ~~passed from history~~, while the people of Judah did not? *(Possible Answer: The Israelites lost their king. Many of them were scattered to new places and lost contact with the other tribes. Some continued to worship God in their new lands. ~~and probably gave up their belief in Yahweh, and so lost their identity~~*	Approve edit as written.	Confirm Ad Hoc action.
146	Chapter 22 BLM I See the Promised Land ~~The Idea of Ancient Babylon~~	Approve edit as written.	Confirm Ad Hoc action.
147	Answer Key p.165, Chapter 20 Test, #6, Delete: "~~Belief in the Exodus~~	Approve edit as written.	Confirm Ad Hoc action.

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	~~was important because it gave the Israelites a feeling of being a separate and united people~~." Change to: "The Exodus is the central event in Jewish history. It demonstrated God's connection to the Jewish people and remains a symbol of the importance of freedom for all people."		
	THE ANCIENT ROMAN WORLD		
148	p. 149, paragraph 1, Change to: "…leaving only a retaining wall standing …~~leaving only one wall standing~~." This is inaccurate; the Western Wall is the retaining wall of the Temple complex, not a wall of the temple.	Approve edit as written.	Confirm Ad Hoc action.
149	p. 151, photo caption, Change to: "…the Western ~~Wailing~~ Wall in Jerusalem…." Jews do not use the term "Wailing Wall."	Approve edit as written.	Confirm Ad Hoc action.
150	p. 152, paragraph 1, Change to: "…and often adopted local ~~non-Jewish~~ customs ~~and beliefs~~." If they adopted non-Jewish beliefs, they would cease to be Jewish. However, of course they adopted local customs.	Approve edit as written.	Confirm Ad Hoc action.
151	p. 153, paragraph 2, Change to: "Every year, the Jewish people celebrate the rededication of the temple to God ~~great victory of Judas Maccabeus~~ during the eight days of Hanukkah…." The celebration is for religious freedom, the miracle of the oil, and the rededication of the temple to God, not for the victory.	Approve edit as written.	Confirm Ad Hoc action.
152	p. 154, last paragraph, Change spelling: "Simon Bar-Kochba	Approve edit as written.	Confirm Ad Hoc

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	~~Bar-Kochbar~~"		action.
153	pp. 155-159, The Christian Bible is the only source quoted for the story of Jesus' life and death and for Paul's work establishing the Christian church. The material is not subjected to any critical analysis, as the Jewish scriptures were.	Text can be edited as per the criteria above to clarify who is making which claim.	Confirm Ad Hoc action.
154	p. 155, paragraph 3, Change to: "The prophet Isaiah repeated these words from God: ~~gave these words to the Hebrew god, Yahweh:~~" Prophets transmit words from God; they do not "give words to God." Use God, not Yahweh.	Approve edit as written.	Confirm Ad Hoc action.
155	p. 157, paragraph 3, This misrepresents Jewish teachings and follows the outdated replacement theology idea that Judaism is a religion of law, but Christianity is a religion of love. This is untrue and defames Judaism, contrary to Category 1 Criterion #10. Judaism did not and does not emphasize "An eye for an eye, a tooth for a tooth." Delete: "~~The beatitudes were different from traditional Jewish teachings as well. And this made enemies for Jesus, too. Justice played an important role in traditional Jewish teachings. But Jesus taught a message of forgiveness. 'You have heard it said, "An eye for an eye, and a tooth for a tooth." But~~ I say to you…if anyone strikes you on the right cheek, turn the other cheek as well." Change to: "Justice, love, helping others, and forgiveness played an important role in traditional Jewish teachings, and Jesus taught all of these. However, Jesus also introduced new ideas--to love your enemies and to forgive even those	Approve edit as written.	Confirm Ad Hoc action.

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	who do not repent for their wrongdoings. Jesus taught, 'I say to you…if anyone strikes you on the right cheek, turn the other cheek as well.'"		
156	p. 157, paragraph 3, last sentence, Change to: "And they were afraid that the Romans would punish the Jews because his followers claimed Jesus was king of the Jews ~~his teachings would weaken their power among the people~~." This is blaming the Jews for the crucifixion of Jesus and must be changed to show why the Romans crucified Jesus.	Approve edit as written.	Confirm Ad Hoc action.
157	pp. 157-158, last paragraph, Change to: "Pilate knew that Jesus' followers called him king of the Jews, and Rome feared he would lead a rebellion. Thus, ~~Pilate knew that Jesus wasn't guilty of any crime under Roman law. But to keep peace with local religious leaders~~, he ordered that Jesus be crucified between two common criminals."	Approve edit as written.	Change to, "Pilate knew that Jesus wasn't guilty of any crime under Roman law. But to keep the peace, he ordered that Jesus be crucified between two common criminals."
158	p. 158, paragraph 5, Change to: "Educated in the Greek classics, he studied the Hebrew Bible in Jerusalem. Saul did not accept Jesus as the Messiah and opposed the Jewish followers of Jesus. He tried to prevent them from preaching their ideas in synagogues. ~~and developed a hatred for the new Christian religion. Saul persecuted Christians whenever he could~~. One day, he was riding to Damascus ~~to arrest the Christians there and take them to Jerusalem in chains~~."	Approve edit as written.	Confirm Ad Hoc action.

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	This implies Paul's study of the Hebrew Bible caused his animosity. Presenting the Jew Saul as a persecutor of Christians has been used historically to promote anti-Semitism. This must be rewritten as above to remove the blame on the Jew Saul.		
159	p. 158, paragraph 5, Change to: "He changed ~~his name and~~ his whole life and began using the Roman form of his name. Saul became Paul…." Paul is the Roman form of his name; he did not change it.	Approve edit as written.	Confirm Ad Hoc action.
160	p. 159, paragraph 3, Add: "…he chose to die rather than deny his belief in Jesus as Christ. p. 160, paragraph 1, Change to: "…that Jesus ~~Christ~~ would come back…." Christ is a religious title inappropriate in a public school text.	These two examples are very different. Page 159 refers to his belief and is appropriate; the second usage is more problematic and should be changed.	Confirm Ad Hoc action.
	Teaching Guide: *The Ancient Roman World*		
161	p. 129, line 3, Delete: "~~Wailing~~ Wall in Jerusalem" See above, SE p. 151. Change to: "Western Wall in Jerusalem"	Approve edit as written.	Confirm Ad Hoc action.
162	p. 130, Original Christian Sources, Add: "Explain that the Christian Bible is the primary source for studying what Christians believe about the life and teachings of Jesus. Point out that this book is available in several translations, many with notes to aid the reader. Explain that the Christian New Testament was written many years after Jesus' death by his followers who believed he was the son of God and wanted to persuade others to adopt their beliefs. It is not a	Approve edit as written.	Defer to the original text.

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	history book written by neutral observers." This additional explanation is lacking in the text. It needs to be added to explain to students that the material they are reading from the New Testament is religious.		
163	p. 130, Original Christian Sources, Change to: "Encourage students to find out when the Gospels were written. read the original versions of passages about the life of Jesus and Paul summarized in their texts and to orally report their findings to the class." Since these particular passages of the New Testament have been used historically to promote anti-Semitism, this assignment must be changed. The recommended change adds some historicity to the chapter.	Approve edit as written.	Defer to the original text.
164	p. 130, Literature Connection: "The most important source for the Judeo-Christian tradition is the Bible. As there are many translations, and different religions use different Bibles, you may need to be careful in addressing the subject." This is an excellent statement of advice to the teacher. Unfortunately, the following statements completely reverse this concept and must be deleted. Delete: "Ask students to bring in copies from home, or make copies from one particular version available in your resource center. Use the Bible both as a supplement to historical writings about Jewish and Christian religions and as a literary source. The example of the Beatitudes on pages 156-157 shows the power of the writing." This idea is fraught with danger. Parents will rightly want to know why students are bringing Bibles to class, and why their children	Approve edit as written.	Confirm Ad Hoc action.

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	are being required to read material contrary to their beliefs. Students who have been taught to proselytize in their faith communities will use this as an excuse to witness to their classmates. Even some teachers, untrained in how to teach about religion neutrally, will take this opportunity to share their favorite Bible stories and beliefs with their students.		
165	p. 140, Working with Primary Sources, Change to: "Students may also be familiar with the Hebrew Bible, or with the Old Testament of the Christian Bible, which contains the books of the Hebrew Bible ~~often referred to as the Old Testament~~." This is inaccurate. The Christian name for the books of the Hebrew Bible that they include as part of the Christian Bible is the Old Testament.	Approve edit as written.	Confirm Ad Hoc action.
166	p. 140, Geography Connection, Change to: "…*diaspora* (dispersal) and attempts to return to Jerusalem and Israel ~~Palestine (or Jerusalem or Israel)~~." It is inaccurate to state that the Jewish people long for Palestine; Jewish scripture refers to *eretz Israel* (the land of Israel) and the Passover service ends with "next year in Jerusalem."	Approve edit as written.	Confirm Ad Hoc action.
167	p. 140, Reading Comprehension Questions, #3, answer, Change to: "*(He drove King Antiochus of Syria out of Jerusalem and rededicated ~~rebuilt~~ the temple to God.)*" This is inaccurate; the temple was defiled, not destroyed.	Approve edit as written.	Confirm Ad Hoc action.
168	p. 141, Supporting Learning, English Language Learners, Delete: "~~Have students write an organized list of religious practices that their families or relatives follow~~." This is an inappropriate assignment that asks students to share their	Approve edit as written.	Confirm Ad Hoc action.

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	personal beliefs and further makes the assumption that every family practices a religion. Use the same assignment for English Language Learners and Struggling Readers in place of this.		
169	p. 143, Chapter Test, Multiple Choice, #3 b , Add: "Judas Maccabeus's rededication of the temple ~~defeat of Antiochus IV~~." Hanukkah celebrates the rededication of the temple, the miracle of the oil, and religious freedom, not the military victory.	Approve edit as written.	Confirm Ad Hoc action.
170	p. 144, Cast of Characters, Change to: "Jesus ~~Christ:~~ Jewish teacher ~~prophet~~ thought to be the Messiah…" It is inappropriate to use "Christ" because this indicates Jesus' divinity to his followers. Not all public school students will be Christians, and they should not be made to use religious terminology. "Prophet" has a very special meaning in Judaism, and Jesus is not a Jewish prophet.	"Christ" should be presented as a religious title, like Saint.	Change to, "Jesus of Nazareth: prophet thought to be the Messiah…"
171	p. 144, Writing, Modern Parables, Change to: "Provide the class with copies of the original parables of the Lost Sheep ~~Good Samaritan~~ and the Prodigal Son (summarized on page ~~pages 157 and~~ 159)." The original version of the Good Samaritan has been used historically to promote anti-Semitism and has no place in a public school classroom. The textbook retelling of the parable took out the anti-Semitic elements, but they are in the Biblical text.	Approve edit as written.	Confirm Ad Hoc action.
172	p. 144, Working with Primary Sources, Change to: "Help students understand which of the sources used in this chapter are from the New Testament ~~Christian Bible~~	Approve edit as written. It should be noted that the books do not appear in the same order	Confirm Ad Hoc action.

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	(gospels of Luke and Matthew) and which are from the Old Testament ~~Hebrew Bible~~ (Isaiah, Zechariah, and Micah)….Have students recognize that the Old Testament is taken from the Hebrew Bible and the New Testament is about Jesus and the beginnings of Christianity. Tell them that sources from the ~~two~~ bibles were written especially for adherents of Judaism and Christianity ~~adherents of those religions~~…." This is inaccurate.	in the Hebrew Scripture and the Christian Old Testament.	
173	p. 147, Chapter Test 24, #2, This question promotes a false idea from replacement theology that Jesus' teachings were different from traditional Jewish teachings. In fact, Jesus taught traditional Jewish ideals of love of God, love your neighbor, help those in need, follow the commandments, and lead a moral life. His different teachings were to love your enemies and to forgive those who do not repent. Further, this question blames the Jews for the crucifixion and must be removed because it promotes anti-Semitism. Change to: "2. The Roman governor Pilate ordered Jesus crucified because he: (a. and b. answers remain the same) c. might lead a rebellion against Roman rule d. taught ideas the Romans opposed. ~~Through his teachings, Jesus made enemies among the Jews because he: c. had ideas that were different from traditional Jewish teachings. d. was taking students away from other teachers.~~"	Approve edit as written.	Delete the question.
174	p. 173, Chapter 23, Blackline Master, #2, Change to: "Jerusalem isn't shown because it had a relatively small	Approve edit as written.	Confirm Ad Hoc action.

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	Jewish population at that time. ~~Jerusalem isn't shown because Jews were dispersed throughout the empire~~." There were still Jews in Jerusalem, although fewer than before.		
175	p. 129, The Prodigal Son, paragraph 1, Delete: "…doing things forbidden by Jewish law~~—including touching unclean animals such as pigs~~." This information is inaccurate; Jewish law forbids eating pork and other nonkosher animals. It does not forbid touching the animals.	Approve edit as written.	Confirm Ad Hoc action.

Prentice Hall

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176	**(IMAP—Ballard & Tighe General Comment, Holt #9)* p. 128a: History Background, next to last paragraph, Delete: "The Babylonians soon were conquered by the Persians, who allowed the Jewish people to return to ~~Palestine~~." This event occurred much too early to use "~~Palestine~~." The Romans changed the name of Judah to Palestine in 135 C.E. after the Bar Kokhba revolt. Change to "Judah."	Palestine was used in reference to this area in Greek texts prior to this period but the clearest explanation might be, "the Persians permitted the exiles from Judah to return home."	Confirm Ad Hoc action.
177	Misinterpretation of the celebration of Passover: Both the text passage below and the Teacher's Note need to be changed for accuracy. Passover does not celebrate the suffering of the Egyptians; it celebrates the Exodus, the Israelites' freedom from slavery in Egypt. Further, Passover	Approve edit as written.	Confirm Ad Hoc action.

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	is a weeklong observance, not simply a feast. **(IMAP—Macmillan #24)* p. 135: Moses, Delete: "Moses told the Israelites to avoid this punishment by marking their doorways with the blood of a lamb. ~~This event is now celebrated as the feast of Passover, because the punishment "passed over" Israelite homes and families~~." At the end of the next paragraph, after the sentence, "This liberation of Jacob's descendants from slavery in Egypt is called the Exodus." Add: "<u>This important event is now celebrated during the week of Passover</u>."		
178	**(IMAP—Ballard & Tighe General Comment)* p. 139: Instruction, Ask, Delete: "What was the importance of religious writings to the Hebrews? *(Possible answer: The religious writings ~~are stories of~~ ~~war and slavery and exile, and the story of~~ God's will carried out in human events."* Eliminate the word "stories" (which suggests fiction) and emphasize history and beliefs rather than war. Change to: *(Possible answer: The religious writings <u>tell the history and beliefs of the Jewish people</u> and God's will carried out in human events.)*	Make edit but replace "Jewish" with "Israelite".	Confirm Ad Hoc action.
179	p. 140: Laws and the Talmud, Delete: "Many of these laws give directions for religious rituals. Others describe ~~how to wage war~~, how to have a fair society, and even…." The standards emphasize righteousness and justice, not warfare. Change to: "…Others describe how to have a fair society, <u>to help those in need</u>, and even…."	Approve edit as written.	Confirm Ad Hoc action.
180	p. 141: Basic Beliefs, paragraph 2: Delete: "He was strict, but he was also just~~, or~~ fair." This reinforces the stereotype	Approve edit as written.	Confirm Ad Hoc

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	of the Jewish God as unforgiving and harsh. Change to: "He was strict, but he was also merciful, just, and fair.		action.
181	**(IMAP—Ballard & Tighe General Comment)* p. 144: Instruction, Delete: "~~Students often have misconceptions about the role of women in the Hebrew Bible. Tell them that nearly all the stories in the Hebrew Bible are about men. However, there are some stories about women. Among them are stories about Ruth, Deborah, Susanna, and Eve~~. In this section, they will learn more about one of these women, Deborah." Change to: "Many of the events described in the Hebrew Bible are about men. However, several women, including Sarah, Naomi, Ruth, Deborah, and Esther play important roles. In this section…." Take out Eve because she was an early human before Judaism. The women listed in the correction are the most prominent. Take out the word "~~stories~~" that seems to indicate the Bible is fiction. Other religions are not presented as fiction.	Approve edit as written.	Confirm Ad Hoc action.
182	p. 144: Reading Skill, Delete: "Although some Jewish leaders rebelled against the emperor [Nebuchadnezzar], his armies destroyed the city of ~~Babylon~~ …." This is inaccurate. Change to: "…the city of Jerusalem…."	Approve edit as written.	Confirm Ad Hoc action.

Teachers' Curriculum Institute

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183	p.106: Vocabulary sidebar: Change to: "Exodus: the ~~departure~~ escape of the Hebrews from ~~Egypt~~ Egyptian slavery." The concept to be understood by students here is the escape from slavery, which is much more than a mere "departure." One would not say that escaped African slaves "departed" from slavery on American plantations.	Approve edit as written.	Confirm Ad Hoc action.
184	p.115: Change to: "The Roman victory began the final scattering of the Jewish people from their homeland. The Romans seized Jewish land and forbade the Jews from entering Jerusalem. Although some Jews always remained in the land of Israel, thousands were sent to other parts of the Roman Empire." In the interest of accuracy, this clause should be added. Otherwise the impression is given that no Jews continued to live in the land of Israel, which is not accurate.	Approve edit as written.	Confirm Ad Hoc action.
185	p.116: Map of Jewish Diaspora, 200 C.E. Add: Yavneh to the map.	Approve edit as written.	Confirm Ad Hoc action.
186	p.171/ 173, p. 173 Assessment (3) "What should a historian keep in mind when using the Torah as an artifact?" The answer given, A, on p. 171 is incorrect and inconsistent with the text. (p. 101 of the text). Remove "(A) ~~It was written to explain the ancient Hebrew's beliefs.~~" Change to: "It was written to explain some of the early history of the Jewish people." (As per p.101 in text).	Approve edit as written.	Confirm Ad Hoc action.

Hindu Education Foundation
Content Experts Consulted by CDE: Michael Witzel, Harvard University
James Heitzman, University of California, Davis
Stanley Wolpert, University of California, Los Angeles

The Hindu Education Foundation submitted a detailed report with numerous suggested edits for each of the programs under consideration for adoption. Those edits approved by the Ad Hoc Committee on October 31, 2005, are listed below. The SBE took action on the 2005 History–Social Science Adoption on November 9, 2005, and directed the Commission to reexamine the Ad Hoc edits and corrections at its next meeting. The SBE directed that the Commission should approve only edits that "improve the factual accuracy of materials," and do not contradict the Commission's requested edits and corrections as approved on September 30, 2005. Following the SBE action, CDE staff met with the additional content experts listed above and sought their feedback on the Ad Hoc list. These experts reviewed the edits submitted by Hindu Education Foundation and the Vedic Foundation in detail.

For its informational meeting on January 6, 2006, the SBE invited two content experts to provide advice: Shiva Bajpai, Professor Emeritus at California State University Northridge, and Michael Witzel, Professor of Sanskrit at Harvard University. The two scholars came to agreement or compromise on the majority of the edits and corrections.

Glencoe/McGraw-Hill

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14	Page 235, Section 1: current text, "…They [Aryans] created a new social system that determined how people lived." Replace with, "A social system that determined how people lived evolved."	Approve edit as written.	Confirm Ad Hoc action.
15	Page 236, Inset: current text, "It [Hinduism] began with the religion of the Aryans, who arrived in India in 1500 B.C. Replace with, "The basic principles of what is known today as Hinduism were already formulated by 1500 B.C. under the collective name of Sanatana dharma. They are to be found in the four Vedas."	Approve edit as written. The same edit will have to be made on page 247.	Approve edit, but remove the clause, "under the collective name of Sanatana dharma."

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16	Page 238, Second bullet under "Focusing on the Main Ideas": current text, "The Aryans introduced…" Replace with, "New ideas and technology were developed in India. (page 242)"	Approve edit. Minor grammatical correction underlined.	Change to read, "For the Indian civilization, new ideas and technology were developed."
17	Page 238, Third bullet under "Focusing on the Main Ideas": "The Aryans created a caste system…" Replace with, "During Vedic times, people were divided into different social groups (varnas) based on their capacity to undertake a particular profession. Membership in a group was not hereditary. In medieval times the varna system crystallized into a more rigid caste system."	This is supposed to be a summary. Just use the first sentence in the proposed edit.	Defer to original text.
18	Page 242, entire page: current text, "They [Aryans] were part of a larger group of people historians refer to as the Indo-Europeans." Remove this statement.	Approve edit as written.	Revise passage to read, "Some historians believe that the Aryans were part of a larger group they refer to as Indo-Europeans."
19	Page 245, second paragraph: "Men had many more rights than women." Replace with, "Men had different duties (dharma) as well as rights than women. Many women were among the sages to whom the Vedas were revealed."	Approve edit as written.	Defer to the original text.
20	Page 255, 256, bottom of page, illustrations of Brahman. Replace illustrations.	Replace illustrations of the Brahman with something more historically appropriate.	Publisher is to provide alternative illustrations.

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21	Page 262, second column, second paragraph: "[Ashoka's] tolerance was unusual for the time." Replace with "His tolerance was usual for the time."	Approve edit as written.	Remove the sentence: "[Ashoka's] tolerance was unusual for the time."
95	Page 238, Timeline: current text, "3000 B.C. – India's first civilization begins." Astronomical evidence in the Rig Veda suggests a date earlier than 3000 B.C. for the Rigveda.	Replace "first" with "early". This was initially edit #95 in the non-recommended list (original numbering kept for consistency).	Confirm Ad Hoc action.
96	Page 240, first paragraph, second column: current text, "India's first civilization in the Indus River valley began about 3000 B.C…." Astronomical evidence in the Rig Veda suggests a date earlier than 3000 B.C. for the Rigveda.	Replace "first" with "early".	Confirm Ad Hoc action.
97	Page 243, second paragraph: current text, "Because Aryans were skilled ironworkers, they improved farming in India." Remove "Aryan (sic)	Replace with, "Aryan technology improved farming in India."	Confirm Ad Hoc action.

Harcourt School Publishers

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22	Pages 362-363, 388: depictions of kings Chandragupta and Asoka, depiction of four classes. Provide authentic illustrations of these personages based on Indian	Approve edit as written.	Publisher is to provide better pictures/historical illustrations.

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	symbols and dress code. Women belonging to each class did not wear the kind of attire shown in the illustration on page 388.		
23	Page 367, fourth paragraph: current text, "Hindi is written with the Arabic alphabet, which uses 18 letters that stand for sounds." Replace with "Hindi is written with the Devnagari alphabet, which uses 52 letters that stand for sounds.	Approve edit as written.	Use the following text: "Hindi is written with the Devanagari alphabet, which uses 49 letters that stand for sounds."
24	Page 386, paragraph 3: current text, "Compiled between 1500 B.C. and 800 B.C., the Vedas are based on oral tradition…" The group provides a suggested 130+ word passage for inclusion in the text.	An inclusion of the suggested length would definitely constitute additional content rather than an edit/correction. Revise the dates provided to "between 2000 B.C. and 1000 B.C."	Defer to original text.
25	Page 386, paragraph 5: current text, "The Vedas came to form the major beliefs of the religion called Brahmanism." Replace with, "The Vedas constitute the source of Hinduism."	Approve edit as written.	Replace with the following: "The Vedas are the earliest textual sources for the religion that became Hinduism." Drop all reference to a religion called Brahmanism.
26	Page 386, first paragraph: current text, "The *Bhagavad Gita* describes a discussion between a god and a Vedic warrior…" Replace with, "The *Bhagavad Gita* describes a discussion between Krishna and Arjuna…"	Approve edit as written.	Confirm Ad Hoc action.

Holt, Rinehart and Winston

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
27	Page 141, Timeline: "c.1250 BC Hinduism begins to develop in India. Replace with, "c.1250 BC Central tenets of Hinduism take shape."	Approve edit as written. Use "BC" rather than "BCE" for consistency. On the timeline, substitute c. 2600 BC for c. 2300 BC and caption, "Urban Harappan civilization reaches maturity."	Confirm Ad Hoc action.
28	Page 147, first paragraph: current text, "The greatest sources of information we have about Harappan civilization are the ruins of two large cities, Harappa and Mohenjo Daro…" Replace with, "The greatest sources of information we have about Harappan civilization are the ruins of two large cities of Harappa and Mohenjo Daro. The two cities lay on the Indus more than 300 miles apart but were remarkably similar. More recent sources include the ruins discovered at Kalibangan, Dholavira and the port of Lothal, in addition to the 2600 rural settlements excavated in northwest India."	Approve edit as written. Changed "IVC" to "Harappan civilization" for consistency with the rest of the text. Changed "Northwest" to lower-case.	Confirm Ad Hoc action.
29	Page 148, "Invaders from the West", second paragraph: current text, "Though they are mostly religious, some of the Vedas describe Aryan victories during their invasion of India." Drop this statement.	Approve edit as written.	Confirm Ad Hoc action.
30	Page 149, "Language", second paragraph, last line: "Sanskrit is no longer spoken today, but it is the root of many modern South Asian languages." Replace with, "Sanskrit is no longer widely spoken today, but it is the	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	root of many modern South Asian languages."		
31	Page 151, "The Caste System", third paragraph: remove entire paragraph.	Approve edit as written.	Confirm Ad Hoc action.
32	Page 152, "The Vedas": current text, "The oldest of the Vedas, the *Rigveda*, was probably written before 1000 BC." Replace with, "The oldest of the Vedas, the *Rigveda*, was redacted in the form it is known to this day by 1500 BC."	Instead of "redacted", use "collected and arranged". Use BC instead of BCE for consistency.	Change to, "The oldest of the Vedas, the *Rigveda*, was probably compiled in the second millennium B.C."
33	Page 152, "Later Vedic Texts," all four paragraphs. Identify all four sections of the Veda: (1) Samhita, (2) Brahmana, (3) Aranyaka, and (4) Upanishad.	Delete the word "later".	Confirm Ad Hoc action.
34	Page 154, "Hinduism and the Caste System," current text, "A person with bad karma will be reborn into a lower caste or as a lesser creature, such as a pig or an ant." Replace with, "A person with good or bad karma will be born into a higher or lower life form."	Replace with "A person with bad karma will be born into a lower caste or life form." The following paragraph already details what happens to a person with good karma after death.	Confirm Ad Hoc action.
35	Page 154, "Hinduism and Women": current text, "However, Hinduism also taught that women were inferior to men. As a result, Hindu women were not allowed to read the Vedas or other sacred texts." Delete these sentences.	Make edit as directed. Deletion leaves only one sentence under "Hinduism and Women". It might be better for flow to just add this remaining sentence to the end of the previous section, or remove it altogether.	Confirm Ad Hoc action.
36	Page 164, "Gupta Society", second and third	In the second paragraph, delete the word "strict". Delete the entire	Confirm Ad Hoc action.

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	paragraphs. Delete these paragraphs.	third paragraph.	
37	Page 169, "Religious Epics," current text, "The Ramayana, written later than the Mahabharata…" Replace with, "The Ramayana, written prior to the Mahabharata…"	Approve edit as written.	Ad Hoc action confirmed, but with the clause, "According to Hindu tradition,…" added.
38	Page 170, "Mathematics and Other Sciences": current text, "The ancient Indians were also very skilled in the medical sciences." Replace with, "The ancient Indians were also very skilled in the medical science known as the Ayurveda. Ayurveda is derived from Sanskrit *ayus,* meaning long and healthy life span, and *veda,* meaning theory and practice. The psychosomatic dimension of ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Replace with the following language: "The ancient Indians were also very skilled in the medical science known as the Ayurveda. Ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Defer to the original text.

Macmillan/McGraw-Hill

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39	Page 233, Venn diagram: replace "Worship many gods" with "Worship many deities".	Approve edit as written.	Confirm Ad Hoc action.

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40	Page 234, Timeline: "circa 3000 B.C. First Indian civilization begins." Replace with "circa 3000 B.C. Evidence for composite Indian civilization."	Make edit, but delete the word, "composite".	Change to: "circa 3000 B.C. India's early civilization begins."
41	Page 235, Timeline: "circa 1500 B.C. Aryan songs become foundation of Hinduism." Replace with "circa 1500 B.C. Vedas were redacted into the form in which we know them today."	Make edit but replace "redacted" with "collected and arranged".	Change to be consistent with edit #32: "In the second millennium B.C., the Vedas are compiled."
42	Page 242: current text, "Because the Harappans left no written records, we do not know much about their society or government." Replace with, "The Harappans left behind inscriptions on a variety of objects such as seals, potsherds, and axes, as well as an occasional signboard."	Add after suggested revision, "Because the Harappan script has not been deciphered, we do not know much about their society or government."	Change wording of Ad Hoc Committee as follows: "Because the Harappans left no deciphered written sources, we do not know much about their society or government."
43	Page 242, last paragraph: current text, "In the years that followed, a group of people called the Aryans began settling in the region. Soon a new civilization emerged." Replace with, "In the years that followed, a group of people from other regions of India began settling in the region, enriching the Harappan civilization."	Approve edit as written.	Ad Hoc action confirmed, but remove "of India" from the replacement language.
44	Page 243, last paragraph: current text, "Sanskrit was…" Replace paragraph with, "Sanskrit was the language of ancient India (to some extent it is so even today). Hindi, the most widely used language in India today (and other regional languages) evolved out of Sanskrit. The	Approve edit as written. Use "A.D." in lieu of "C.E." for consistency.	Rewrite the Group's edit as follows: "Sanskrit became the most important language for public affairs in much of

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	earliest example of written Sanskrit is the four *Vedas*, the oldest writings of the Hindu religion. Sanskrit was used until about A.D. 1100.		ancient India. Hindi, the national language of India today (and other regional languages) evolved out of Sanskrit. The earliest example of orally transmitted, ancient Sanskrit is the four Vedas. Sanskrit was in common usage until about A.D. 1100, and was used in some official communications until A.D. 1830."
45	Page 244, second paragraph: current text, "Men had many more rights than women. Unless there were no sons in a family, only a man could inherit property. Only men could go to school or become priests." Replace first sentence with, "Men had different rights and duties than women," and add after last sentence, "Women's education was mostly done at home."	Approve edit as written.	Change to read, "Men had many more property rights than women. Typically, only sons could inherit property, and only men could go to school or become priests. Women's education was mostly done at home."
46	Page 244, fourth paragraph: current text, "In ancient India…" Replace "at an early age—12 or 13," with "after education."	Approve edit as written.	Replace with, "In ancient India, individuals were considered ready for marriage at an early age, but ideally after the

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			completion of education."
47	Page 245, "Review": current text, "Describe some of the ways in which men enjoyed more rights than women in ancient India." Replace with, "…enjoyed different rights."	Approve edit as written.	Change to, "Describe some of the rights of women and men in ancient India."
48	Page 249, second paragraph: current text, "Hinduism began with the religion of the Aryans, who arrived in India around 1500 B.C. The Aryans believed in many gods and goddesses who controlled the forces of nature. We know about Aryan religion from their ancient hymns and poetry, especially their epics." Replace with, "Hindus believe in many gods and goddesses. We know about Hindu religion from ancient Vedic hymns and poetry, especially Hindu epics."	Approve edit as written.	Do not change original text, except as follows: "Hinduism began with the religion of the Aryans. The Aryans believed in many gods and goddesses who controlled the forces of nature and governed society. We know about Aryan religion from ancient Vedic hymns and poetry, especially their epics."
49	ADDITIONAL EDIT FROM CDE: in the TE, SE page 241 is reproduced on TE page 249.	Approve edit as written.	Confirm Ad Hoc action.
50	Page 249, Timeline: current text, "1000 B.C. *Rig Veda* created." Replace with, "1500 B.C. Rigveda was redacted."	Make edit but replace "redacted" with "collected and arranged".	Make consistent with edit #41, to read: "Second millennium B.C. Rigveda compiled."

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51	Page 252, picture: remove picture of the "Untouchable."	Remove picture.	Confirm Ad Hoc action.
52	Page 252, last paragraph: "There was one group that did not belong to any varna. Its members were called untouchables. They performed work other Indians thought was too dirty, such as collecting trash, skinning animals, or handling dead bodies." Delete.	Replace text with, "There was one group that did not belong to any varna. Its members were called untouchables because they performed dirty work such as skinning animals or handling dead bodies."	Confirm Ad Hoc action.
53	Page 253, "Gods and Goddesses": current text, "I honor the light within you." Replace with, "I recognize and honor the divine within you."	Approve edit as written.	Defer to the original text.
54	Page 255, "Daily Religion": "A temple or house of worship is not the..." Replace with, "A temple or house of worship is not the only center of Hindu religious life."	Replace sentence as indicated.	Confirm Ad Hoc action.
55	Page 255, second paragraph: "Instead, a Hindu home…" Drop the word "Instead".	Approve edit as written.	Confirm Ad Hoc action.
56	Page 255, "What You Learned": Delete, "The Aryans introduced Hinduism to India."		Confirm Ad Hoc action.
57	Page 264, under "Jainism": Add after Gautama (end of first paragraph), "Jains believe that Mahavira is the 24th Tirthamkara (literally ford-maker) who like his 23 predecessors retold how to cross over from the material and phenomenal world of existence to spiritual liberation."	Add the following sentence in lieu of the suggested edit: "Jains believe that Mahavira is the 24th Tirthamkara (pathfinder) who like his predecessors retold how to achieve spiritual liberation."	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
58	Page 268: current text, "Although he was a Buddhist, Asoka allowed his Hindu subjects to practice their religion. His tolerance was unusual for the time." Replace with, "Although he was a Buddhist, Asoka allowed his Hindu subjects to practice their religion. His tolerance was usual for the time."	Approve edit as written.	Remove the sentence, "His tolerance was unusual for the time."
59	Page 269: second column, "Ram's enemies have banished him from the kingdom." Replace with, "Ram's stepmother has banished Ram from his kingdom."	Approve edit as written.	Confirm Ad Hoc action.
60	Page 269, current text, "As in many Indian epics, the couple then lives happily ever after." Delete.	Approve edit as written.	Confirm Ad Hoc action.
61	Page 270, "Medicine": additional language, "Ayurveda is derived from Sanskrit *ayus,* meaning long and healthy life span, and *veda,* meaning theory and practice. The psychosomatic dimension of ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Replace with the following: "Ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Defer to original text.

Houghton Mifflin/McDougal Littell

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
62	Page 229: depicts untouchables as the fifth Varna. Remove this.	Approve edit as written. The text at the bottom of p.228 will also have to be edited.	Confirm Ad Hoc action.
63	Page 229: current text, "As time passed, Indians began to question how the world came into being. These questions led to changes in Brahmanism." Replace with, "As time passed, Indians began to question how the world came into being. These questions led to changes in contemporary religious ideas."	Approve edit as written.	Confirm Ad Hoc action.
64	Page 230: current text, "For that reason, many Hindus are vegetarians. They will not eat animals." Add after second sentence, "Many other Indians do eat fish, goat, and chicken."	Approve edit as written.	Defer to original text. Saying that many Hindus are vegetarians covers all bases.
65	Page 230: current text, "Evil deeds cause a person to be reborn as a lower being, such as an insect." Replace with "Deeds (good or evil) cause a person to be reborn in a higher or lower life form."	Approve edit as written. Also delete the previous sentence, which states, "Good deeds allow a person to be reborn as a higher being."	Confirm Ad Hoc action.
66	Page 236: current text, "The popularity of Buddhism meant that fewer people were worshipping Hindu gods. Early Hinduism had a set of complex sacrifices that only priests could perform. They conducted the rites in Sanskrit, which few people spoke any more. This caused people to feel distant from the gods. Many people turned to Buddhism instead. Rulers who had	Approve edit as written.	Confirm Ad Hoc action, but replace "the elites" with "people" in the replacement language.

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	come under the influence of Buddhism encouraged this shift." Add at a suitable point the following: "As a result of Asoka's patronage, Buddhism attracted the elites to its monastic order. Asoka and the Buddhist rulers that followed him sent missionaries to bring new converts to Buddhism."		

Oxford University Press

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
67	Page 76, first and second paragraphs: current text, "People from the countryside and highlands who spoke the Indo-Aryan language…" Replace with, "Indians from the countryside…"	Approve edit as written.	Defer to original text.
68	Page 76, second paragraph: current text, "The language and traditions of the Indo-Aryan speakers replaced the old ways of the Harappans…" Replace with "People from elsewhere in India replaced…"	Approve edit as written.	Change original text to read, "The language and traditions of people from other regions replaced the old ways of the Harappans."
69	Page 79, third paragraph: "If Ketu even brushed against a Shudra, he had to bathe and purify himself right away." Omit this sentence.	Approve edit as written.	Confirm Ad Hoc action.
70	Page 81, second paragraph: "The Vedic peoples discriminated against the Dasa, a group of people who	Approve edit as written.	Delete only the following, "The Brahmins

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	spoke a different language that did not sound at all like Sanskrit. The Brahmins sometimes made fun of the Dasa and said that they spoke as if they had no noses. (Pinch your nose and see what you would sound like.) Omit these sentences.		sometimes made fun of the Dasa and said that they spoke as if they had no noses (Pinch your nose and see what you would sound like)."
71	Page 87, last paragraph: current text, "The monkey king Hanuman loved Rama so much that it is said that he is present every time the Ramayana is told. So look around—see any monkeys?" Delete "The monkey king" from the first sentence, and the entirety of the second sentence.	Approve edit as written.	Confirm Ad Hoc action.
72	Page 88, first paragraph: "If you had earned bad karma, you might come back as a chicken, a fish, or a pig…. Even a mosquito had a soul." Omit these sentences.	Approve edit as written.	Confirm Ad Hoc action.
73	Page 155, second paragraph: current text, "Some, like most Nepalis, are Buddhist." 89% of Nepalese are Hindu.	Use Sri Lanka as the example.	Change to read, "Some Nepalis are Buddhist."

Prentice Hall

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
74	Page 160, "What You Will Learn": current text, "Hinduism evolved from a system of beliefs and practices called Brahmanism." Replace with, "Hinduism	Approve edit. Small addition for grammatical clarity underlined.	Confirm Ad Hoc action.

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	evolved from a pluralistic code of conduct centered in Vedas. It developed over a long period of time and even today, it is an evolving system."		
75	Page 161, Map: replace "Ceylon" with "Sri Lanka".	Approve edit as written.	Confirm Ad Hoc action.
76	Page 162, Chapter Standards, Section 3: current text, "A group of people known as the Indo-Aryans arrived in the Indus Valley about 1500 B.C. These people developed a social structure called a caste system." Add a sentence informing students that there is a lot of controversy concerning the category of people known as "Indo-Aryans" and their origin. Use BCE, not BC.	Approve edit as written. BC is used in the content standards and *Framework* and should be used for consistency across all programs.	Confirm Ad Hoc action. Add sentence, "There is controversy concerning the category of people known as the Indo-Aryans and their origins."
77	Page 163, Timeline: current text, "700 B.C. Northern India is home to 16 Aryan kingdoms." Replace with, "700 BCE Northern India is home to 16 kingdoms."	Historically correct statement should be: "700 BC India is home to 16 major states." Use BC for consistency with standards and the *Framework.*	Change to read, "circa 600 B.C. India is home to 16 kingdoms and republics."
78	Page 179, second paragraph: current text, "Like most nomads, Indo-Aryans did not create a written language…. The Vedas are poems that tell the story of the Indo-Aryan people and their gods." Replace second sentence with, "The Vedas are poems that record and narrate the story of the people of India and their deities—male and female. Vedas also reveal significant achievements in the fields of mathematics, science, agriculture, and many other disciplines."	Approve edit as written.	Change second sentence to read, "The Vedas are poems that provide a record of the Indo-Aryan people and their deities."
79	Page 181, "Main Idea": current text, "The social	Add clarifying note "(social class)"	Ad Hoc action

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	structure known as the caste system was an important characteristic of Aryan society." Replace with, "The social structure known as the Varna system was an important characteristic of the ancient Indian society."	when the term Varna is first used.	confirmed, but replace the word "Varna" with "class (Varna)" in the new sentence.
80	Page 181, second paragraph: current text, "Once their society had merged with the local population, a late hymn of the *Rig Veda* described the four castes." Replace with, "A late hymn of the *Rig Veda* describes the interrelationship and interdependence of the four social classes."	Approve edit as written. Note that this line is actually on page 182.	Defer to the original text.
81	Page 181, "Origins of Caste": "When Indo-Aryans arrived in the Indus River valley, their society already had three social classes: priests, rulers, and common people. They soon added a fourth caste for the native peoples who already lived in the area." Omit these sentences.	Approve edit as written.	Defer to the original text.
82	Page 181, table, "The Caste System": replace table header with, "The Varnas".	Approve edit as written.	Replace "Caste" with "Class".
83	Page 181, table, last row ("Sudras"): current text, "Native peoples; performed services for members of the three higher castes." Replace with, "Performed services for all classes and did more labor-intensive work."	Approve edit as written.	Change to read, "performed services for all four classes."
84	Page 182, first paragraph: "For the first few hundred years after the arrival of the Indo-Aryans in India, the castes had not yet become hereditary. Once their society had merged with the local population, a late	Approve edit as written.	Confirm Ad Hoc action.

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	hymn of the *Rig Veda* described the four castes." Omit these sentences.		
85	Page 182, third paragraph: current text, "At the bottom of the caste system stood the native peoples known as Sudras." Replace with, "At the bottom of the caste system stood the Sudras."	Approve edit as written.	Ad Hoc action confirmed, but change "caste" to "class".
86	Page 182, fourth paragraph: current text, "In modern India, these people are now called Dalits, and treating someone as an untouchable is a crime against the law." Replace with, "In modern India, treating someone as an untouchable is a crime against the law."	Approve edit as written.	Defer to the original text.
87	Page 191, title above illustration: replace "Hindu street shrine," with, "One of the Hindu objects of veneration."	Approve edit as written.	Use the following label: "A linga, one of Shiva's forms."
88	Page 197, second paragraph, "Dharma": current text, "For a Hindu, dharma means fulfilling as well as possible the duties that are assigned to one's caste, or position in life." Replace with, "For a Hindu, dharma means (among other things) fulfilling to the extent possible the duties that are assigned to one's caste, or position in life."	Approve edit as written.	Confirm Ad Hoc action.
89	Page 198, second paragraph: current text, "Hinduism teaches that a person may be reborn as a human being of a higher or lower caste." Replace with, "Hinduism teaches that a person may be reborn as a human being of a higher or lower caste (or another life form)	Approve edit as written.	Confirm Ad Hoc action.

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	depending upon the quality of one's deeds."		

Teachers' Curriculum Institute

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
90	Page 144, second paragraph: current text, "Around 1500 B.C.E., invaders called Aryans conquered northern India." Replace with, "Around 1500 B.C.E., invaders called Aryans came to northern India."	Publisher is directed to add a clarifying note that the "Aryan invasion theory" has been contradicted by scholarly evidence.	Change to, "In the second millennium B.C.E., invaders called Aryans came to northern India."
91	Page 144, second paragraph, last sentence: current text, "Hinduism is a blend of the Aryan beliefs and the beliefs of the people they conquered." Replace with, "Hinduism is a blend of the Aryan beliefs and the beliefs of the people living in <u>the</u> <u>Indus-Saraswati</u> civilization."	Approve edit as written. Minor corrections underlined. The text uses, "Indus-Sarasvati civilization" throughout.	Delete the entire sentence.
92	Page 144, third paragraph, replace current text, "Early Aryan religion…" with "Early Hindu religion…"	Approve edit as written.	Confirm Ad Hoc action.
93	Page 145, last paragraph: "The caste system is just one example of how Hinduism was woven into the fabric of daily life in India." Delete this part.	Approve edit as written.	Change to, "The class system is just one example of how Hinduism affected the fabric of daily life in India."

Vedic Foundation: Recommended Edits

Content Experts Consulted by CDE: Michael Witzel, Harvard University
James Heitzman, University of California, Davis
Stanley Wolpert, University of California, Los Angeles

The edits approved by the Ad Hoc Committee on October 31, 2005, are listed below. The SBE took action on the 2005 History–Social Science Adoption on November 9, 2005, and directed the Commission to reexamine the Ad Hoc edits and corrections at its next meeting. The SBE directed that the Commission should approve only edits that "improve the factual accuracy of materials," and do not contradict the Commission's requested edits and corrections as approved on September 30, 2005. Following the SBE action, CDE staff met with the additional content experts listed above and sought their feedback on the Ad Hoc list. These experts reviewed the edits submitted by Hindu Education Foundation and the Vedic Foundation in detail.

For its informational meeting on January 6, 2006, the SBE invited two content experts to provide advice: Shiva Bajpai, Professor Emeritus at California State University Northridge, and Michael Witzel, Professor of Sanskrit at Harvard University. The two scholars came to agreement or compromise on the majority of the edits and corrections.

Glencoe/McGraw-Hill

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
4	p. 233: "The Hindu temple of Devi Jagadambi in Khajuraho, India." Misspelled - replace with either Jagadamba or Jagadambika.	Approve edit as provided.	Confirm Ad Hoc action.
5	p. 243: "…the four Vedas – the oldest writings of the Hindu religion."	Replace "writings" with "scriptures".	Replace "writings" with "sacred texts".
6	p. 254-257: Incorrect use of the term Brahman to refer to a Brahmin.	Correct the reference.	Confirm Ad Hoc action.
7	p. 244: The photograph of a Muslim man offering prayer	Correct the reference. If the	Ad Hoc action

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	is wrongly captioned as "A Brahman (corrected spelled Brahmin)."	picture indeed depicts a Muslim, replace the illustration with an appropriate picture of a Brahmin.	confirmed; publisher should replace the illustration.

Holt, Rinehart and Winston

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
9	p. 145: The statement, "Several major rivers flow out of the Himalayas," should be appended to read, "such as Ganga, Sindhu, Yamuna, and Brahmaputra." The subsequent statement reading, "The valley of one of them…" should be changed to "The valley and fertile plains of these rivers were the locations of India's early civilizations."	Approve edit as provided.	Make only the second part of the edit (i.e. change the second statement).
10	p. 146-148: The text under the heading 'India's First Cities' inaccurately describes Harappa and Mohenjo-Daro as 'first' cities. The heading should read, "India's Early Cities."	Approve edit as provided.	Confirm Ad Hoc action.
11	p. 147: The word 'think' should be replaced with 'currently estimate' in the statement, "From studying these ruins, archaeologists think…" Acknowledge the fact that most of Indus valley civilizations' ruins, including its major cities, remain to be excavated.	Approve edit as provided.	Replace "think" with "currently estimate".
12	p. 148: The statement, "Harappans also developed India's first writing system," should be removed. There is no evidence supporting this claim.	Approve edit as provided.	Revise to read, "Harappans also developed India's first

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			known writing system."
13	p. 148: "Historians think that the Harappans…. but they aren't sure. As in Egypt, the people may have worshipped the king as a god." The statements are confusing and inference is invalid. They should be removed.	Approve edit as provided.	Remove the two sentences, and insert instead, "Unlike Mesopotamia or Egypt, for example, there are no large religious monuments or palaces, so the relationship between the people and their government is less clear. On the other hand, the remarkable similarity of material culture from widely scattered Harappan sites suggests a high level of social control."
14	The introduction to the passage from Bhagwad Gita (p. 172-173) states, "Krishna tells Arjuna how a person might find peace…" and asks the students to, "Try to sum up what each sentence says in your own words." In comparison, the Sermon on the Mount (p. 390) introduces that, "Jesus taught that people who love God will be blessed when they die," and asks the student to "Note who Jesus says are blessed" and "Think about the lesson Jesus is trying to teach." In the case of Hinduism, the use of might introduces uncertainty in the minds of students. Whereas, the presence of will in the words of	Substitute new language as directed. "Krishna" and "Arjuna" are appropriate.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Jesus is affirmative. Furthermore, students can sum up the teachings of Gita in their own words, but they are given direct instructions of what to note and think about Jesus' teachings. In order to present a balanced and unbiased view of Hinduism to the student, the material should be treated with the same affirmative statements used for Judeo-Christian religions. The sentence could be written as follows: "Lord Krishn explains to Arjun how a soul can find peace and eternal happiness," and "Think about the meaning behind Lord Krishn's advice to Arjun."		
15	p. 162-165: Chandragupt is spelled incorrectly as "Candragupta" in these pages. One instance of "Chandra Gupta" (p. 169) is found.	Ensure consistency in spelling across section.	Retain final "a" in all names as currently written, i.e. Ashoka, etc. Use "Chandragupta".
16	In this section the word gods is used in several instances. Furthermore, it describes the statues of gods. The word statue should be replaced with deity (meaning divinity or God). The discussion on word gods is mentioned in Section 6.5.3.	CDE: no page numbers were provided by the group, but see for example the citation for the picture on the top of page 168. Confirm with CRP that "deity" is appropriate. Statements like, "Many individual sculptures are images of important Hindu gods, like the deity of Vishnu above," might be confusing to students without context.	Replace "statue" with "deity" on page 168.

Houghton Mifflin (Grade 6 only)/McDougal Littell

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
18	Grade 6, p. 216: "Some researchers have developed the theory that sometime about 2000 to 1500 BC, a major river in India called the Saraswati dried up." The teacher's edition states, "For many years, the Saraswati River existed only in myth. Recently, however, scientists have traced its historic path and begun to unlock the secrets of its decline." The statement in the teacher's edition should replace the student's edition text.	Approve edit as written.	Confirm Ad Hoc action.
19	Grade 6, p. 229: Under the title 'Aryan Beliefs and Brahmanism,' "The early religion of the Aryans is now called Brahmanism, after the name of the Aryan priests, or Brahmans. The Aryans worshipped many gods. The Brahmans made sacrifices to those gods by offering animals to a sacred fire. Over time, the ceremonies became more and more complex. …The rituals of the Aryan religion and many hymns to their gods are found in ancient Sanskrit texts called the Vedas." Spelling errors: The spelling of 'Brahmans' in the text that of 'Brahmana' and in the pyramid figure of caste system. Brahmin is the correct spelling for this *varn*.	Correct the spelling error throughout.	Confirm Ad Hoc action.
20	Grade 6, p. 231: Internet Activity – "Use the Internet to learn about Hindu customs concerning one of these topics: the Ganges River, cows, funerals, diet." The book directs the student to learn more about such non-illuminating topics as those listed above. For example, the text could have asked the student to learn about *ahimsa* (non-violence), and how it is practiced in daily	Existing passage is not inaccurate.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	life, to discover why Hindus practice vegetarianism, or to learn more about *ayurved*, the ancient and advanced system of medicine which is still the most popular form of medical care in India today.		
21	Grade 6, p. 229: "Indian society divides itself into a complex structure of social classes based particularly on jobs. This class structure is called the caste system." This sentence, written in the present tense in a textbook describing ancient history, is out of place. It presumes that the caste system is present in India today. According to the Indian Constitution, under the section, Fundamental Rights, the Right to Equality is guaranteed to all citizens, just as the U.S. has enacted Equal Employment Opportunity Laws to prevent discrimination.	Change "divides" to "divided."	Confirm Ad Hoc action.
22	Grade 7, p. R66: "Hinduism…developed out of the rituals and philosophy set forth in many ancient sacred texts….Many Hindus worship Brahman in the form of other gods and divine beings. They believe that these gods can grant followers wisdom…But, above all, Hindus believe that their faith can liberate their souls…Once free, their souls can achieve a heavenlike state of bliss – the ultimate goal of Hinduism." Rewrite this introductory passage as follows, "Hinduism is one of the oldest religions in the world. It developed in India thousands of years ago. The beliefs of Hinduism are based on the teachings of ancient sacred texts such as the Vedas or the Bhagvad Gita. Hindus believe that everything in the world is a power of God and that the many forms of God represent His various powers. This is	Extensive editing would constitute a content change.	Ad Hoc action (no change) confirmed.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	why Hindus worship God in many forms. Hindus believe that the hope of finding perfect happiness in the world is an illusion and that an individual experiences only temporary happiness in the world. According to Hindu scriptures, the perfect happiness that people are searching for lies only in God. So God realization is the ultimate goal in Hinduism."		
24	Grade 7, p. R66: "They also keep jars of the river's water in their homes to bless the dead and the dying." This statement has no basis and should be removed. A description of a Hindu festival such as Diwali or worship at a Hindu temple would be a suitable replacement in order to present Hinduism with the same favorable treatment as Judeo-Christian religions.	Delete statement. An alternative description would constitute a content addition.	Defer to original text.
25	Grade 7, p. R66: "Today, many gurus reach their followers through Internet sites that broadcast their sermons and songs." Replace with "…broadcast their teachings."	Approve edit as written.	Change to, "…broadcast their teachings and devotional songs."
26	p. R67: Rewrite the caption to read, "When Hindus worship God in a female form, they refer to her as Goddess. Shown below is one form of Goddess called Lakshmi."	Approve edit as written.	Confirm Ad Hoc action.
27	p. R67: Rewrite Symbol description as follows, "The syllable *Om* (or *Aum*) is often recited at the beginning of Hindu prayers. *Om* is the most sacred sound in Hinduism because it is believed to contain all other sounds. The syllable is represented by the symbol shown below."	Approve edit as written.	Confirm Ad Hoc action.
28	p. R67: Rewrite the Primary source interpretation as follows, "Yet, my dear boy, from a subtle essence which	Revise passage as directed.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	one cannot see, this great fig tree has grown. Have faith, my dear, for that subtle essence is the soul which is a power of God, the Soul of the whole universe. *You* are a soul." Even with a rewrite, it may be difficult for students at this level to understand the science of soul. The passage should be replaced with a passage from the Gita that teaches Hindu beliefs in simple terms.	Replacing with a new passage would constitute a content change.	
29	p. R76: Replace "no one founder" with "no founder."	Approve edit as written.	Confirm Ad Hoc action.
30	p. R76: "The soul never dies but is continually reborn until it becomes enlightened." Replace "enlightened" with "God realized."	Approve edit as written.	Add "divinely" before "enlightened".
31	p. R76: "Persons achieve happiness and enlightenment after they free themselves from their earthly desires." Replace with "Persons achieve perfect happiness only after God realization."	Approve edit as written.	Add "divine" before "enlightenment".
32	p. R76: "Freedom from earthly desires comes from many lifetimes of worship, knowledge, and virtuous acts. Replace with "God realization is achieved through continuous practice of loving and surrendering to God and receiving His Grace upon complete surrender."	Approve edit as written.	Defer to original text.

Teachers' Curriculum Institute

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
34	Grade 6, page 123: "The first walled towns appeared on	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	the Indian subcontinent in about 2500 B.C.E." Replace "The first" with "ancient" or "early".		
35	Grade 6, page 129: "A wide variety of fish live in the river. Fish and shrimp are caught to sell or eat." This statement is irrelevant and out of context. It should be removed.	Approve edit as written.	Confirm Ad Hoc action.
36	Grade 6, page 131: "India's first settlers lived among the Indus…" Replace "first" with "ancient" or "early".	Approve edit as written.	Replace "first settlers" with "early townspeople."
37	Grade 6, page 133: "You learned that the first settlements…" Replace "first" with "ancient" or "early".	Approve edit as written.	Confirm Ad Hoc action.
38	p. 144: "Around 1500 BCE, invaders called Aryans conquered northern India. Some historians credit the Aryans with bringing Hinduism to India." p. 144: "Most likely, Hinduism is a blend of Aryan beliefs and the beliefs of the people they conquered. Early Aryan religion is called Vedism, after the Vedas." Both statements should be deleted from the text.	CDE: consult with CRP; text does highlight debate over origins of Hinduism and disagreement among historians.	Replace first sentence with, "In the second millennium B.C.E., people called Aryans migrated into northern India. Some historians credit the Aryans with bringing Hinduism to India." Delete second statement.
39	p. 143: "Hinduism…has affected how people worship, what jobs they do,… And it has helped to determine the status of people in Indian society." Remove.	Approve edit as written.	Defer to original text.
40	p. 143: "Dharma stands for law, obligation, and duty." Replace with "*Dharm* means actions, thoughts and practices that promote happiness in the world and	CRP confirmed that "dharma" is acceptable. Otherwise, apply the listed correction.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	ensure God realization."		
41	p. 143: "One of the most famous Hindu stories is the *Ramayana*. The *Ramayana* tells about life in ancient India and offers models in dharma." Replace with "…Hindu scriptures is the *Ramayana*. The *Ramayana* describes the divine actions of Bhagwan Ram when he appeared in ancient India. Through His righteous living He set an example of how to live by dharm."	Approve edit as written.	Replace "stories" with "sacred texts".
42	p. 143: Paragraph beginning "The hero of the *Ramayana*, Rama, lives his whole life by the rules of dharma." Remove.	Approve edit as written.	Confirm Ad Hoc action.
43	p. 143: "…you'll learn about dharma and the other basic Hindu beliefs: Brahman, multiple gods, karma, and samsara." Replace with "…Hindu beliefs: Bhagwan, Forms of God, karma and *maya*."	CDE: are Bhagwan and maya explained in the text? If group's edit introduces new terminology without context, this may be confusing for students.	Defer to original text.
44	p. 144: "The Vedas are a large collection of sacred songs, poems,…" Replace with "The Vedas are a collection of sacred verses, hymns, prayers, and teachings…"	Approve edit as written.	Confirm Ad Hoc action.
45	p. 144: Paragraph beginning "Vedic rituals and sacrifices honored a number of gods associated with nature. A class of priests…only they knew…became the dominant class in India. Later Vedism is often called Brahmanism." Remove.	CDE: does the removal of this passage limit understanding of this chapter? Consult with CRP.	Change first sentence as follows: "Vedic rituals and sacrifices honored a number of gods associated with nature and social order."

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
46	p. 144: "Modern day Hinduism is very complex. Many beliefs, many forms of worship, and many gods exist side by side." Remove.	Approve edit as written.	Replace "gods" with "deities".
47	p. 146: "*Brahman* is the Hindu name for a supreme power or a divine force, that is greater than all the other gods." Replace with "*Bhagwan* is a word for God in Hinduism."	CDE: consult with CRP as to which is more appropriate term.	Defer to original text. Collectively, all of the edits for page 146 constitute a content change.
48	p. 146: "To Hindus, only Brahman exists forever." Inaccurate. Souls and *maya* (cosmic manifestation, material world) are also eternal existences. Remove the word 'only' and replace Brahman with God.	Approve edit as written.	Defer to original text. See note for #47 above.
49	p. 146: "Hinduism sees time going around in a circle,… The same events return…follows winter" Remove.	Approve edit as written.	Defer to original text. See note for #47 above.
50	p. 146: "Hindus believe Brahman is …cycle never ends." Replace with "Hindus believe God creates, dissolves, and re-creates the universe in a never-ending cycle. Hindus refer to this cycle of creation and dissolution as *Sanatan*, something that does not have a beginning or an end."	Approve edit as written.	Defer to original text. See note for #47 above.
51	p. 146: "According to Hindu belief, everything in the world is a part of Brahman…It is a part of Brahman…" Replace 'a part' with 'the power' and 'Brahman' with 'God'.	Approve edit as written.	Defer to original text. See note for #47 above.
52	p. 146: "Through their own souls, people are connected to Brahman. The other gods and goddesses in Hinduism…" Replace connected with related and Brahman with God.	Approve edit as written.	Replace "gods and goddesses" with "deities".

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
53	p. 146: "To connect with their gods, ancient Hindus…" Replace with "To worship God, ancient…"	Approve edit as written.	Replace "gods and goddesses" with "deities".
54	p. 146: "…show gods and goddesses from popular Hindu stories." Replace with "…show various forms of God from Hindu scriptures."	Approve edit as written.	Replace "gods and goddesses" with "deities".
55	p. 146: "Modern Hindus continue to visit temples to express their love of the gods." Replace with "...visit temples to worship and express their love for God."	Approve edit as written.	Replace "gods and goddesses" with "deities".
56	p. 146: The photograph should be replaced with one of hundreds of beautiful Hindu temples with a caption "Modern Hindus visit temples such as this to worship God."	Approve edit as written.	Defer to original text. See note for #47 above.
57	p. 147: The heading "Hindu Beliefs About Multiple Gods". Replace with "Hindu Beliefs About Various Forms of God."	Approve edit as written.	Replace heading with "Hindu Beliefs".
58	p. 147: Paragraph beginning "There are many gods and goddesses…quality of Brahman." Replace with "Hindu scriptures describe that God represents the various aspects of His unlimited blissful personality through many forms."	Approve edit as written.	Replace "gods and goddesses" with "deities".
59	p. 148: "Dharma is a very important idea in Hinduism." Replace idea with belief.	Approve edit as written.	Defer to original text.
60	p. 148: "Dharma stands for law, obligation, and duty." Replace with "*Dharm* means actions, thoughts and practices that promote happiness in the world and	CRP confirmed that "dharma" is acceptable; otherwise change passage as directed.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	ensure God realization."		
61	p. 148: "As you have already read, in the Vedas… duties. These duties usually involved a certain type…Each class…" Replace with "The Vedas describe four categories of society in four *varnas*. Each category was involved in a certain type… Each category…"	Approve edit as written.	Defer to original text.
62	p. 148: "Hindus believed…dharma of their class, society would be in harmony." Replace class with *varna*.	Approve edit as written.	Confirm Ad Hoc action.
63	p. 148: Paragraph beginning "In addition to the dharma of their class,…For example, Hinduism values…" Replace class with *varna*,... "For example, Hindus value marriage, helping others in need and respecting and caring for their elders." Add to this paragraph "Above all *varna dharm*, Hindus believe in following the most important dharm by lovingly worshipping God in order to achieve their ultimate goal of God realization."	Approve edit as written. CRP confirmed that "dharma" is acceptable.	Change "class" to "varna". Do not insert any additional textual changes.
64	p. 148: "Hindus believe that all life is connected, so part of …people or animals." Replace with "Hindus believe that all life forms have a soul, so Hindus respect all forms of life and avoid doing harm to them."	Approve edit as written.	Confirm Ad Hoc action.
65	p. 148: Passage beginning "This reverence for life…feed people who were starving." Remove or revise per following: It is stated earlier that Hindus respect all life forms so there is no reason to single out cows. Because of their importance in Indian agricultural life, cows were and continue to be loved as part of the family just as pet dogs are loved in Western society. It does not mean that cows are sacred; they are simply loved and respected in	CDE: Develop exact language in consultation with CRP.	Addressed by #67 below.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	India.		
66	p. 148: "They were used for transportation." Remove. Bulls were used for transportation, not cows.	Approve edit as written.	Confirm Ad Hoc action.
67	p. 148: "Because cows were viewed…feed people who were starving." Remove.	Overlaps with edit #67 above.	Change to read, "People were taught not to kill them."
68	p. 148: Remove the picture and caption. It is a random photograph that is not representative of reality. Cows aren't allowed to just help themselves otherwise they would be healthy and not skinny as the cow shown in the picture. To suit the theme, a beautiful picture of Lord Krishn or Lord Ram would be much more appropriate.	Approve edit as written.	Remove the picture.
69	p. 149: "The idea of dharma...Another idea, *karma*, explains why living well is important." Replace with "The belief of dharm…Another belief, *karm*, explains the importance of living according to dharm."	CRP confirmed that "karma" and "dharma" are acceptable.	Confirm Ad Hoc action.
70	p. 149: "From ancient times, Hindus believed that souls had many lives." Replace with "Hindus believe that souls have had uncountable lives."	Approve edit as written.	Defer to original text.
71	p. 149: Replace photograph with one having a temple in the background. This photo is of a mosque.	Replace photo or crop out the mosque in the background.	Remove the picture.
72	p. 151: "…devote their entire lives to uniting with Brahman." Replace "…devote their entire lives to attaining God realization."	Approve edit as written.	Change to, "…devote their entire lives to attaining divine enlightenment."
73	p. 151: "They use ….to focus on Brahman." Replace	Approve edit as written.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Brahman with God.		
74	p. 151: "Yoga is a type of …slow breathing." Replace with "The word *yog* in Sanskrit language means to join. It means to join the mind in thoughts of God. Reference Master Document, Section 6.5.3 for a description of *yog*.	May be confusing to students. Adding lengthy material from the Master Document would constitute a content change. Consult with CRP whether existing content is inaccurate.	Defer to original text.
75	p. 151: "They are belief in Brahman,...samsara." Replace with "Bhagwan, Forms of God, karma and *maya*.	CDE: are Bhagwan and maya explained in the text? If group's edit introduces new terminology without context, this may be confusing for students.	Defer to original text.
76	p. 151: Photo caption – "A member of the Brahmin caste reads aloud from the sacred Vedas." Replace with "A ceremonial worship performed according to the Vedas."	Approve edit as written.	Change to, "Fire sacrifice accompanied by reading from the Veda."
77	p. 173: "Sculptures created statues out of stone… Many of these statues portrayed the Buddha or Hindu gods…A temple statue of Buddha." Statue is a derogatory word to describe a Hindu deity. Deity means divinity and aptly describes the Hindu conception of the representations of divinity.	CDE: consult with CRP to determine if "statue" should be replaced with "deity" throughout.	Replace "gods" with "deities".

ITEM #20

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Alternative Schools Accountability Model: Adopt Proposed Amendment to *California Code of Regulations,* Title 5, Section 1074 Alternative Schools Accountability Model Pre-Post Assessments	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the commencement of the rulemaking process for the proposed revisions to the Alternative Schools Accountability Model (ASAM) Pre-Post Assessments, including the Initial Statement of Reasons and the Notice of Proposed Rulemaking, and direct staff to conduct a public hearing on the proposed regulations.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND

In December 2002 and February 2003, the SBE approved a total of eight pre-post assessment instruments for use as locally-adopted indicators of achievement in the ASAM. The SBE approved emergency regulations to implement the assessment instruments on June 11, 2003, and the Office of Administrative Law approved the regulations on July 21, 2003. The proposed regulations were posted on the CDE's Rulemaking/Regulatory Actions Web site. A public hearing was held September 9, 2003, following a 45 day public comment period.

In September 2003, the SBE considered comments received during the public comment period and at the public hearing. A summary and response to comments presented at the hearing were submitted as a last minute memorandum. The SBE took action to adopt the regulations. The Office of Administrative Law gave final approval to these regulations on November 6, 2003.

In February 2006, the SBE received an information memorandum addressing the proposed regulation revision for the ASAM Pre-Post Assessment. The information item references background information on the ASAM, a list of the ASAM indicators, and the proposed regulation revision now presented here.

SUMMARY OF KEY ISSUES

The ASAM is a state accountability system that provides school-level accountability for more than 1,100 “alternative” schools. Schools participating in ASAM must serve a majority of high-risk students who are: (1) Expelled or under disciplinary sanction; (2) Suspended more than ten days in a school year; (3) Wards or dependants of the court; (4) Pregnant and/or parenting; (5) Recovered dropouts; (6) Habitually truant or insubordinate and disorderly; or (7) Retained more than once in kindergarten through grade eight.

ASAM eligible schools include community day, continuation, opportunity, county community, county court, California Youth Authority (CYA), and alternative schools—including some charter schools—that meet stringent requirements set by the SBE. The 14 ASAM indicators currently available are organized into three groups: Readiness Indicators involving discipline and student persistence; Contextual Indicators related to attendance; and Academic and Completion Indicators including academic achievement and goal and school completion. ASAM schools select and are held accountable on three indicators of performance or achievement from these three groups.

Currently ASAM Readiness and Contextual Indicators 1-6 and Completion Indicators 11-15 must be reported no later than October 28 each year, but Academic Indicators 8-10 are reported no later than July 31 each year. Aligning the due dates for all indicator reporting is being requested and the proposed change would greatly improve Academic Indicator pre-post test data reporting by ASAM schools, since school staff are generally not available to complete reporting by the current deadline, July 31.

The ASAM provides contextual alternative school accountability data that focuses on the special missions of these schools and their specific student populations. For most of these students, ASAM schools are interventions or schools of last resort. This proposed reporting deadline change for the pre-post assessments in ASAM will: (1) bring indicator reporting deadlines for all ASAM indicators into alignment, and (2) improve pre-post indicator reporting by ASAM schools, since all deadlines will coincide. Additional background information on the ASAM and a list of the ASAM indicators are provided in Attachments 1 and 2.

The proposed regulations are presented to the SBE for approval of the commencement of the rulemaking process, including scheduling of the public hearing. Included for information are The Initial Statement of Reasons: Alternative Schools Accountability Model Pre-Post Assessments (Attachment 3), Notice of Proposed Rulemaking: Amendment to Title 5, California Code of Regulations Regarding Alternative Schools Accountability Model Pre-Post Assessments (Attachment 4), Pre-Post Assessment Regulations for the Alternative Schools Accountability Model (Attachment 5), and The Fiscal Impact Statement, Std. 399. (Attachment 6).

FISCAL ANALYSIS (AS APPROPRIATE)

The use of pre-post assessment instruments by schools participating in the ASAM is voluntary. Therefore, there are no state costs.

ATTACHMENT(S)

Attachment 1: Alternative Schools Accountability Model Background and Framework (2 pages)

Attachment 2: Alternative Schools Accountability Model Indicators Approved by the State Board of Education (March 2001) (1 page)

Attachment 3: Initial Statement of Reasons: Alternative Schools Accountability Model Pre-Post Assessments (2 pages)

Attachment 4: Notice of Proposed Rulemaking: Amendment to Title 5, California Code of Regulations Regarding Alternative Schools Accountability Model Pre-Post Assessments (5 pages)

Attachment 5: Title 5. Education
Division 1. California Department of Education
Chapter 2. Pupils
Subchapter 4. Statewide Testing and Evaluation Procedures
Article 5. Alternative Schools Accountability Model Pre-Post Assessments (1 page)

Attachment 6: Economic Fiscal Impact Statement (Std. 399) (5 pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education Office.).

Alternative Schools Accountability Model Background and Framework

The Alternative Schools Accountability Model (ASAM) is a state-mandated accountability system that provides school-level accountability for more than 1,000 “alternative” schools. An additional 90 ASAM-eligible schools have applied for participation in school year 2005-06, which will bring the total of schools participating to more than 1,100.

The key elements of the ASAM are:

- To participate in ASAM, schools must serve a majority of high-risk students who are: (1) Expelled or under disciplinary sanction; (2) Suspended more than ten days in school year; (3) Wards or dependants of the court; (4) Pregnant and /or parenting; (5) Recovered dropouts; (6) Habitually truant or insubordinate and disorderly; or (7) Retained more than once in kindergarten through grade eight.

- ASAM counts “long-term” students (those who have been continuously enrolled for 90 consecutive instructional days) for measurement of the value added to student performance.

- ASAM eligible schools include community day, continuation, opportunity, county community, county court, California Youth Authority (CYA), and alternative schools—including some charter schools—that meet stringent requirements set by the State Board of Education (SBE).

- ASAM schools select and are held accountable on three indicators of performance or achievement from a list approved by the SBE. See Attachment 2 for a complete list of performance and achievement indicators approved by the SBE for use in the ASAM.

- The ASAM provides contextual alternative school accountability data that focuses on the special missions of these schools and their specific student populations.

- ASAM schools are most often faced with work on school readiness, behavior, and pre-learning; student punctuality; attendance in all assigned classes; dropout prevention; and completing assignments and meeting goals as critical foundations to improving academic achievement. For most of these students, ASAM schools are interventions or schools of last resort. The focus of the ASAM is to measure how well these schools are doing to accomplish their principal mission: working with high-risk students to help them succeed educationally, and in life.

- The Subcommittee on Alternative Accountability of the Superintendent's Advisory Committee on the Public Schools Accountability Act (PSAA) has been instrumental in creating ASAM and serving in a consistent advisory capacity about program issues.

- The ASAM provides school-level accountability for alternative schools serving highly mobile and highly at-risk students as supplemental information to No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) and Academic Performance measures (API) requirements.

- The ASAM provides important backup information for the majority of ASAM schools who do not receive AYP determinations or valid API scores, due to their difficulties in meeting the requirements of participation in NCLB (e.g., test participation rates, time in school, percent proficient in English Language Arts and Mathematics, subgroup numbers, and API requirements, among others)

- ASAM schools report their indicator data through the ASAM Online Reporting System to the California Department of Education at the end of each school year.

- ASAM School Reports based on indicator results are publicly reported on DataQuest with indicator performance standard levels each school year. The performance standard levels are Commendable/Sufficient, Growth Plan, and Immediate Action.

- The combination of indicator performance standard levels determines overall ASAM Accountability Status each year.

Figure 1. Alternative Schools Accountability Model Indicators Approved by the State Board of Education (March 2001)

		Purpose of Measurement
Group I: Readiness Indicators		
	Indicators of Discipline Problems	
1	Student Behavior	Behavior, Pre-learning Readiness
2	Suspension	Behavior, Pre-learning Readiness
	Indicators of Student Persistence	
3	Student Punctuality	On-time Attendance, Engagement
4	Sustained Daily Attendance	Holding Power, Persistence
5	Student Persistence	Holding Power, Persistence
Group II: Contextual Indicators		
6	Attendance	Attendance, Persistence
7	English Language Development (CELDT)—	**NO LONGER USED IN ASAM**
	Group III: Academic and Completion Indicators	
	Indicators of Achievement	
8	Writing Achievement	Writing and Language Skills
9	Reading Achievement	Reading and Language Skills
10	Math Achievement	Math Skills
	Indicators of Meeting Goals and School Completion	
11	Promotion to Next Grade	Grade Completion, Academic Progress
12	Course Completion	Academic Progress
13	Credit Completion	Academic Progress
14	High School Graduation	Credit and Program Completion
15	General Educational Development (GED) Completion, California High School Proficiency Examination (CHSPE) Certification, or GED Section Completion	Program Completion

INITIAL STATEMENT OF REASONS
Alternative Schools Accountability Model Pre-Post Assessments

SPECIFIC PURPOSE OF THE REGULATIONS

The California Department of Education (CDE) requests, pursuant to the California Code of Regulations (CCR), Title 5, Chapter 2, Section 1074, Reporting be amended as follows: "District shall submit the ASAM pre-post assessment results to CDE or its designee by October 28 each year."

The proposed amendment to change the reporting deadline for the pre-post assessment indicators (8, 9, 10) in the Alternative Schools Accountability (ASAM) from July 31 to October 28 each year will (1) bring indicator reporting deadlines for all ASAM indicators into alignment (currently ASAM performance indicators, 1-6, 11-15 must be reported no later than October 28) and (2) greatly improve pre-post indicator reporting by ASAM schools, since school staff are generally not available to complete reporting on the present deadline, July 31.

NECESSITY/RATIONALE

The current reporting deadline for the pre-post assessment indicators (8, 9, and 10) in the ASAM is July 31 each year. This date has made it difficult for most ASAM schools using these indicators to report on time, since most school, district, and county office staffs are unavailable during this time and in the summer generally. Further, the deadline for reporting pre-post ASAM indicators is different from the deadline for reporting ASAM performance indicators, leading to confusion and miscommunication in the field about ASAM reporting requirements. Designating one deadline for the reporting on all ASAM indicators is both internally and externally consistent for ASAM staff, for our contractor, WestEd, and for the field that is reporting this data.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDY, REPORTS, OR DOCUMENTS

The State Board of Education (SBE) did not rely upon any technical, theoretical, and/or empirical study, reports, or documents in proposing the adoption of this regulation.

REASONABLE ALTERNATIVES TO THE REGULATIONS AND THE AGENCY'S REASONS FOR REJECTING THOSE ALTERNATIVES

No other alternatives were presented or considered by the SBE.

REASONABLE ALTERNATIVES TO THE PROPOSED REGULATORY ACTION THAT WOULD LESSEN ANY ADVERSE IMPACT ON SMALL BUSINESS

The SBE has not identified any adverse impact on small business that would necessitate developing alternatives to the proposed regulatory action.

EVIDENCE SUPPORTING FINDING NO SIGNIFICANT ADVERSE ECONOMIC IMPACT ON ANY BUSINESS

The proposed regulatory change would not have a significant adverse economic impact on any business because the regulations only relate to local school districts and not to business practices.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Room 5111
Sacramento, CA 95814

NOTICE OF PROPOSED RULEMAKING
AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS
REGARDING ALTERNATIVE SCHOOLS ACCOUNTABILITY MODEL
PRE-POST ASSESSMENTS

[Notice published March 17, 2006]

NOTICE IS HEREBY GIVEN that the State Board of Education (State Board) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education staff, on behalf of the State Board, will hold a public hearing beginning at **1:00 p.m. on May 3, 2006**, at 1430 N Street, Room 4101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at (916) 319-0155 or by e-mail to regulations@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on May 3, 2006**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the State Board may adopt the proposed regulations substantially as described in this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Section 33031, Education Code.

Reference Section 52052, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Senate Bill 1x (SB 1x), the Public Schools Accountability Act (PSAA), Chapter 3 of the Statutes of 1999, added Chapter 6.1 (commencing with Section 52050) to the Education Code (*EC*). *EC* Section 52052 (g) requires that "by . . . July 1, 2000, the State Superintendent of Public Instruction, with the approval of the State Board of Education, shall develop an alternative accountability system for schools with fewer than 100 pupils, and for schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, and alternative schools, including continuation high schools and independent study schools."

The State Board of Education adopted Title 5, California Code of Regulations (CCR) sections 1068-1074 to develop the alternative accountability system required under SB 1x. As part of that adoption, Section 1074, Reporting, was implemented stating that the "District shall submit the ASAM pre-post assessment instrument results to CDE or its designee by July 31 each year." This requires each school participating in the Alternative Schools Accountability Model (ASAM) to select a pre-post indicator (Indicators of Achievement: 8, Writing; 9, Reading; and 10,

Mathematics). Each school must log on to WestEd's Pre-Post Assessment Tracking and Reporting System (PATRS) to report pre-post assessment indicator data by July 31.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The State Board has made the following initial determinations:

Mandate on local agencies or school districts: None.

Cost or savings to state agencies: None.

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with Section 17500) of division 4 of the Government Code: None.

Other non-discretionary cost or savings imposed on local educational agencies: None.

Cost or savings in federal funding to the state: None.

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None.

Cost impacts on a representative private person or businesses: The State Board is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations will not 1) create or eliminate jobs within California; 2) create new businesses or eliminate existing businesses within California; or 3) affect the expansion of businesses currently doing business within California.

Effect on housing costs: None.

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because the regulations relate only to county offices of education and not to small business practices.

CONSIDERATION OF ALTERNATIVES

The State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective and less burdensome to affected private persons than the proposed action.

The State Board invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Robert Bakke, Education Programs Consultant
Educational Options Office
California Department of Education
1430 N Street, Room 4503
Sacramento, CA 95814
Telephone: (916) 322-5012

Inquiries concerning the regulations process may be directed to the Regulations Coordinator or Connie Diaz, Regulations Analyst, at (916) 319-0860.

INITIAL STATEMENT OF REASONS AND INFORMATION

The State Board has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the proposal is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the Department of Education's web site at http://www.cde.ca.gov/re/lr/rr.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Robert Bakke, Education Options Office, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 322-5012; fax, (916) 323-2039. It is recommended that assistance be requested at least two weeks prior to the hearing.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Proceedings

Article 5. Alternative Schools Accountability Model Pre-Post Assessments

§ 1074. Reporting.

School districts that have adopted a pre-post assessment instrument as an indicator of achievement for an ASAM school shall submit the following information for each long-term student enrolled in the school.

(a) Local student Identification number (as available).

(b) Test name and form.

(c) Dates pre-post assessment instruments were administered.

(d) Scores on each assessment instrument.

(e) Student demographics:

(1) Date of birth.

(2) Grade level.

(3) Gender.

(4) Language fluency and home language.

(5) Special program participation.

(6) Testing adaptations or accommodations.

(7) Amount of time in school district and in California public schools.

(8) Ethnicity.

(9) Parent education level.

(10) Handicapping condition or disability.

This information is for the purpose of aggregate analyses only.

Districts shall submit the ASAM pre-post assessment instrument results to CDE or its designee by ~~July 31~~ October 28 each year.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 52052, Education Code.

06-22-05

ITEM # 21

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Physical Education Framework for California Public Schools, Kindergarten through Grade Twelve: Appoint Curriculum Framework and Criteria Committee Members	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) appoint 16 members of the Physical Education Curriculum Framework and Criteria Committee (CFCC) as recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission), conditioned upon review of any potential conflict of interest by the SBE/CDE legal counsel.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND

In January 2005, the SBE adopted the *Physical Education Model Content Standards* as required by *Education Code* Section 60605.2. The model content standards will be the foundation for the revision of the *Physical Education Framework for California Public Schools, Kindergarten through Grade Twelve*.

SUMMARY OF KEY ISSUES

Background

With the adoption of the *Physical Education Model Content Standards* (*Model Content Standards*), the 1992 *Physical Education Framework for California Public Schools, Kindergarten through Grade Twelve (Framework)* has become outdated. The revision of the *Framework,* which was originally scheduled for 2002-03, was postponed until the *Model Content Standards* were adopted so they could be fully incorporated into the revised *Framework*.

The application form for recruitment of CFCC members was posted on the CDE Web site in September 2005. In October 2005, a recruitment letter from Deputy Superintendent Sue Stickel was sent to district and county superintendents, curriculum coordinators in physical education, and other interested individuals and organizations to recruit members for the CFCC. Recruitment letters were also sent to college and university departments of physical education.

SUMMARY OF KEY ISSUES (Cont.)

Role of the Physical Education CFCC

Under the guidance of the Curriculum Commission, the Physical Education CFCC members will play a significant role in the framework development process. The CFCC members will:

- Provide initial input for the drafting process.
- Ensure that the draft framework is aligned to the state-adopted physical education model content standards.
- Ensure that the framework is accurate and reflects current and confirmed research.
- Comment on areas for further development in the current framework and consider any new areas for inclusion in the draft framework.

Recommended Applicants

At the January 2006 meeting, the Curriculum Commission reviewed 62 applicants and took action to recommend 16 applicants for appointment to the CFCC. The recommended applicants are primarily classroom teachers, as required by the *California Code of Regulations* (Title 5, Article 2.1, Section 9516), but also include an administrator, a college professor, and members of the community. The recommended applicants represent many years of experience with students at all grade levels and bring a range of expertise and experience to the CFCC. One of the applicants, Number 14, is a former Curriculum Commissioner who also served on the committee that drafted the *Model Content Standards*. She was selected to be chair of the CFCC.

The following applicants are recommended for appointment:

Applicant Number	Applicant Name
13	Darcy Kelly
14	Milissa Glen-Lambert
17	Candace Hashimoto
23	Melinda Bossenmeyer
30	Mary Blackman
34	Deonna Armijo
35	Willie Wilson
36	Stacey Mounce
44	Caroline Flint
46	Kara Martin
47	Michael Riggs
49	Susan Wilkinson
51	Timothy Dwyer
60	Daniel DeJager
61	Amanda Parker
62	Timothy Salvino

SUMMARY OF KEY ISSUES (Cont.)

Information about the recommended applicants is provided in Attachment 1.

Timeline for *Framework* Revision
The timeline below, approved by the Curriculum Commission at the January 2006 meeting, anticipates that the draft revised *Framework* will be distributed to the SBE in December 2007 with an SBE public hearing and formal action in January 2008. The SBE will receive periodic updates on the progress of the *Framework* revision and will be notified when the Curriculum Commission-approved draft is released for field review and comment.

January 2005	SBE adopts Physical Education Model Content Standards
July 2005	Curriculum Commission action on CFCC application form
September 2005 – January 2006	Recruitment of CFCC members
September 2005	Curriculum Commission action on framework development timeline
January 26-27, 2006	Curriculum Commission reviews applications and makes recommendations on CFCC members
March 8-9, 2006	SBE action on CFCC recommendations
May 18-19, 2006	Presentation on Physical Education Model Content Standards at Curriculum Commission meeting and development of guidance for the CFCC's draft revision
June – November 2006	CFCC meets approximately every five to six weeks, for a total of six meetings to draft *Framework*
January 25-26, 2007	Curriculum Commission receives CFCC draft *Framework*
March 30, 2007	Curriculum Commission approves draft *Framework* for field review
March – May 2007	Field Review of *Framework* (60 days)
May – August 2007	Curriculum Commission analyzes field review results and revises draft *Framework*
November 29-30, 2007	Curriculum Commission holds hearings and takes action on draft *Framework*
December 2007	SBE receives draft *Framework* (information memorandum)
January 2008	SBE holds public hearing and acts on draft *Framework*
January – April 2008	*Framework* prepared for publication

FISCAL ANALYSIS (AS APPROPRIATE)

In addition to Curriculum Framework and Instructional Resources Division staff time, $43,000 is budgeted for travel expenses for costs associated with six meetings of the CFCC. CFCC members are reimbursed at the state rate for their travel-related expenses. CFCC members are volunteers and are not paid for their many hours of service on the CFCC.

ATTACHMENT(S)

Attachment 1: Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee (8 pages)

Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee

Candidate #	First Name	Last Name	Title	Employer
13	Darcy	Kelly	physical education teacher	Manteca USD

Highest Degree	Degree Area	Region	Gender
Bachelors	Kinesiology	north	female

Affliations:

CAHPERD, American College of Sports Medicine

Short Biography

Candidate 13 is a high school physical education teacher with three years of experience. This candidate has a bachelors in Kinesiology with a concentration in physical health/fines training and coaching. This candidate has coached at the high school and college levels.

Candidate #	First Name	Last Name	Title	Employer
14	Milissa	Glen-Lambert	teacher	Los Angeles USD

Highest Degree	Degree Area	Region	Gender
Bachelors	English	south	female

Affliations:

former Curriculum Commissioner

Short Biography

Candidate 14 is an elementary school teacher with 17 years of experience. This candidate has a bachelors in English. This candidate was a member of the Curriculum Commission and served as chair of the Physical Education Subject Matter Committee and also was a member of the state's Physical Education Model Content Standards Committee.

Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee

Candidate #	First Name	Last Name	Title	Employer
17	Candace	Hashimoto	athletic director	Pomona USD

Highest Degree	Degree Area	Region	Gender
Masters	Education Administration	south	no response

Affliations:

CAHPERD, AAHPERD

Short Biography

Candidate 17 is a high school athletic director with 15 years experience. This candidate has a masters in educational administration and a bachelors in physical education. This candidate helped develop local district standards and curriculum for physical education.

Candidate #	First Name	Last Name	Title	Employer
23	Melinda	Bossenmeyer	retired physical education teacher and adm	

Highest Degree	Degree Area	Region	Gender
Doctorate	Educational Leadership	south	no response

Affliations:

SSPI Obesity Task Force, Health and Physical Education Subject Matter Project, CAHPERD

Short Biography

Candidate 23 is a retired education administrator with 23 years of experience, which includes teaching physical education. This candidate has an education doctorate in educational leadership. This candidate served on the state's Childhood Obesity Task Force.

Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee

Candidate #	First Name	Last Name	Title	Employer
30	Mary	Blackman	physical education/health coordinator	San Diego County Office of Education

Highest Degree	Degree Area	Region	Gender
Masters		south	female

Affliations:

CAHPERD

Short Biography

Candidate 30 is a county office of education physical education/health coordinator with 31 years of experience, including teaching middle school. This candidate has a masters degree. This candidate served for five years (until 2000) on the Governor's Council for Physical Education and Sports.

Candidate #	First Name	Last Name	Title	Employer
34	Deonna	Armijo	physical education teacher	Moorpark USD

Highest Degree	Degree Area	Region	Gender
Masters	Education	south	female

Affliations:

Short Biography

Candidate 34 is a middle school physical education teacher with five years of experience. This candidate has a masters of education and a bachelors in physical education. This candidate led a district-level alignment of standards, curriculum, and testing.

Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee

Candidate #	First Name	Last Name	Title	Employer
35	Willie	Wilson	physical education teacher	San Juan USD

Highest Degree	Degree Area	Region	Gender
		north	female

Affliations:

CAHPERD, AAHPERD, NASPE

Short Biography

Candidate 35 is an elementary school physical education teacher with 20 years of experience. This candidate did not provide information about degrees) earned. This candidate was involved in writing the state's Challenge Standards for Physical Education and district level standards.

Candidate #	First Name	Last Name	Title	Employer
36	Stacey	Mounce	physical education teacher	Woodland Joint USD

Highest Degree	Degree Area	Region	Gender
Masters	Physical Education	north	female

Affliations:

CAHPERD, CTA

Short Biography

Candidate 36 is a middle school physical education teacher and athletic director with eight years of experience. This candidate has a masters in physical education with an emphasis in sport performance. This candidate has coached at the middle and high school and college levels.

Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee

Candidate #	First Name	Last Name	Title	Employer
44	Caroline (Ca	Flint	adapted physical education specialist	Lawndale Elementary SD

Highest Degree	Degree Area	Region	Gender
Bachelors	Physical Education, Elementary and Recreation concentrations	south	female

Affliations:

CAHPERD, AAHPERD, CTA

Short Biography

Candidate 44 is an adapted physical education specialist with 10 years of experience in general and special education. This candidate has a bachelors in elementary physical education and recreation. This candidate has coordinated local fun runs.

Candidate #	First Name	Last Name	Title	Employer
46	Kara	Martin	K-12 physical education/health teacher	Mattole Valley Charter School

Highest Degree	Degree Area	Region	Gender
Bachelors	Human Movement Science	north	no response

Affliations:

Short Biography

Candidate 46 is a K-12 physical education and health teacher with two years of experience. This candidate has a bachelors in human movement science. This candidate was an Americorps member for two years.

Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee

Candidate #	First Name	Last Name	Title	Employer
47	Michael	Riggs	teacher, coach, athletic director	Covina Valley USD

Highest Degree	Degree Area	Region	Gender
Masters	Health and Human Performance	south	no response

Affliations:

CAHPERD

Short Biography

Candidate 47 is middle school teacher, coach, and athletic director with 11 years of experience. This candidate has a masters in health and human performance. This candidate served on a district physical education framework committee.

Candidate #	First Name	Last Name	Title	Employer
49	Susan	Wilkinson	professor/director of teacher education	San Jose State University

Highest Degree	Degree Area	Region	Gender
Doctorate	Physical Education Teacher Education	north	female

Affliations:

AAHPERD, CA Physical Education Standards Committee

Short Biography

Candidate 49 is a professor, director of teacher education, and executive director of the CA Physical Education-Health Project. This candidate has a doctorate in physical education teacher education. This candidate was a member of the state's Physical Education Model Content Standards Committee.

Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee

Candidate #	First Name	Last Name	Title	Employer
51	Timothy	Dwyer	pediatrician/fellow-primary care sport medi	Camp Pendleton Naval Hospital

Highest Degree	Degree Area	Region	Gender
Medical Doctor		south	male

Affliations:

American Academy of Pediatrics, American Medical Society of Sports Medicine, American College

Short Biography

Candidate 51 is a hospital staff pediatrician and a primary care sport medicine fellow with over 18 years of medical experience. This candidate specialized in pediatrics and is currently enrolled in a fellowship program for primary care sport medicine. This candidate has served as the team physician for a football team and conducted pre-participation physical exams.

Candidate #	First Name	Last Name	Title	Employer
60	Daniel	DeJager	PAR/BTSA consulting teacher	San Juan USD

Highest Degree	Degree Area	Region	Gender
Masters	Kinesiology	north	no response

Affliations:

CAHPERD, AAHPERD, US Adventure Racing Assoc.

Short Biography

Candidate 60 is a PAR/BSTA teacher with four years experience as a middle school physical education teacher. This candidate has a masters in kinesiology and a bachelors in physical education. This candidate has presented at conferences on the topic of adventure racing.

Recommended Applicants for Physical Education Framework Curriculum Framework and Criteria Committee

Candidate #	First Name	Last Name	Title	Employer
61	Amanda	Parker	teacher	Riverside USD

Highest Degree	Degree Area	Region	Gender
Masters	Education	south	female

Affliations:

Short Biography

Candidate 61 is a second grade teacher with two years of experience. This candidate has a masters in education and a bachelors in liberal studies. This candidate has served on the district social science selection committee.

Candidate #	First Name	Last Name	Title	Employer
62	Timothy	Salvino	teacher	Newport-Mesa USD

Highest Degree	Degree Area	Region	Gender
Masters	Education (Physical Education)	south	male

Affliations:

United States Water Polo

Short Biography

Candidate 62 is a fourth grade teacher with ten years of experience. This candidate has a masters in education (physical education) and a bachelors in social ecology. This candidate is a former Marine Infantry Officer and has coached water polo and swimming.

ITEM # 22

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
2006 Visual and Performing Arts Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve Instructional Materials Advisory Panel (IMAP) members and Content Review Panel (CRP) experts recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission), conditioned upon review of any potential conflict of interest by the SBE/CDE legal counsel. Biographies of the IMAP and CRP applicants are included as attachments to this item.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

January 7, 2004: The SBE adopted the evaluation criteria for the 2006 Visual and Performing Arts Primary Adoption.

January 12, 2005: The SBE adopted the 2006 Visual and Performing Arts Primary Adoption Timeline.

January 12, 2006: The SBE appointed 20 IMAP and 13 CRP members for the 2006 Visual and Performing Arts Adoption.

SUMMARY OF KEY ISSUES

Background

In March 2005, a recruitment letter from State Superintendent of Public Instruction (SSPI), Jack O'Connell, was sent to district and county superintendents, curriculum coordinators in visual and performing arts, and other interested individuals and organizations, to recruit visual and performing arts educators to serve as IMAP members and CRP experts. Recruitment letters were also sent to college and university departments of visual and performing arts, and to a number of professional associations related to visual and performing arts. The application forms for the IMAP and CRP have been on the CDE Web site since March 2005.

Due to an insufficient number of applications received by the original September 7, 2005, deadline, the Curriculum Commission approved an indefinite extension of the

SUMMARY OF KEY ISSUES (Cont.)

deadline. Potential applicants were informed of the deadline extension through a posting on the CDE Web site. The CDE received a total of 32 IMAP applications and 13 CRP applications.

On September 30, 2005, the Curriculum Commission approved to move forward for SBE appointment 12 applicants to serve as IMAP members, and 10 applicants to serve as CRP experts. These applications were initially scheduled to go before the SBE at its November 2005 meeting, but the SBE elected to pull this item from the agenda at that meeting.

On December 2, 2005, the Curriculum Commission approved to move forward for SBE appointment an additional 11 applicants to serve as IMAP members, and 3 applicants to serve as CRP experts.

Due to a shortage of qualified IMAP applicants, the Curriculum Commission continued to recruit candidates through January 2006. The Curriculum Commission reviewed 4 additional IMAP applications and 1 additional CRP application on January 26-27, 2006, and forwarded them to the SBE for approval.

One additional application, for IMAP #34, was received in the CDE office in early December. Due to a clerical error, this application was misfiled and not included in the Curriculum Commission agenda for January. Once the error was detected, the application was sent to the Chair of the Curriculum Commission and the Chair of the Commission's Visual and Performing Arts Subject Matter Committee for review. Both commissioners approved forwarding the application to the SBE for approval.

Profile of Applicants

The role of the IMAP is to review submitted programs to determine their alignment with the content standards and the evaluation criteria adopted by the SBE. The CRP experts serve as advisors on content matters in their area of expertise, and confirm that the instructional materials are accurate and based on current and confirmed research.

A majority of the IMAP applicants are classroom teachers, as required by the *California Code of Regulations* (Title 5, Article 2.1, Section 9516), but also include administrators, curriculum specialists, and members of the community. All of the CRP applicants have an advanced degree in art, music, or a related visual and performing arts field.

Of the recommended applicants, including those approved in January and the 6 under consideration at the current meeting, 1 of the IMAP applicants and 3 of the CRP applicants are male; 27 IMAP applicants and 11 CRP applicants are female. Ten IMAP applicants and 8 CRP applicants are from northern California; 18 IMAP applicants and 6 CRP applicants are from southern California.

SUMMARY OF KEY ISSUES (Cont.)

Estimated Number of Panels
While there may be fewer or more actual submissions following the official submission deadline of March 15, 2006, 11 publishers have currently expressed interest in participating in the adoption. Four to five panels of reviewers will be needed, with seven to nine IMAP members and two or three CRP experts per panel. Because fewer reviewers than expected have applied, it may be necessary to reduce the number of IMAP members per panel if submissions exceed estimates.

FISCAL ANALYSIS (AS APPROPRIATE)

The original estimated cost for travel, hotel accommodations, and per diem expenses for the 42 IMAP members and 10 CRP experts needed for the 2006 Visual and Performing Arts Primary Adoption is $81,440. The final costs may vary depending upon the number of reviewers who actually serve on the IMAP and CRP.

ATTACHMENT(S)

Attachment 1: 2006 Visual and Performing Arts Primary Adoption IMAP Applicants (2 Pages)

Attachment 2: 2006 Visual and Performing Arts Primary Adoption CRP Applicants (1 Page)

2006 Visual and Performing Arts Primary Adoption IMAP Applicants

Number	First Name	Last Name	Title	Employer
30	Denise	Faucher-Garcia	Art Teacher	Sonora School District

Highest Degree	Expertise	Region	Gender
B.A. Child Development, California State University at San Bernardino	Visual Arts	North	F

Summary

The candidate is an Art Teacher for the Sonora School District. She has been a presenter, cadre leader, and training organizer for The California Arts Project. She was a member of the CFCC for the Visual and Performing Arts Framework, and has been an Art Works Grant Coordinator for her district. She has a B.A. in Child Development from California State University, San Bernardino.

Number	First Name	Last Name	Title	Employer
31	Celena	Turney	Elementary Dance Teacher	Los Angeles Unified School District

Highest Degree	Expertise	Region	Gender

Summary

The candidate is an Elementary Dance Teacher and Peer Coach for the Los Angeles Unified School District. She has presented workshops and seminars on the use of standards-based curriculum and instructional materials for dance in her district. She has been the Visitor Education Coordinator for the Natural History Museum in Los Angeles, and has been involved in other museum and community projects. She has a Masters in Public Administration from California State University, San Bernardino.

Number	First Name	Last Name	Title	Employer
32	Joan	Shoff	Assistant Principal	Glendale Unified School District

Highest Degree	Expertise	Region	Gender
Ed.D. Educational Leadership, University of LaVerne	Dance	South	F

Summary

The candidate is an Assistant Principal at a magnet high school in the Glendale Unified School District. She is the visual and performing arts liaison for her district, and has 26 years of teaching experience in dance. She conducts staff development and has rewritten district arts courses to meet the University of California's A-G requirements. She has an Ed.D. in Educational Leadership from the University of La Verne.

2006 Visual and Performing Arts Primary Adoption IMAP Applicants

Number	First Name	Last Name	Title	Employer
33	Kimberley	Orzell	Elementary Music Teacher	Alameda Unified School District

Highest Degree	Expertise	Region	Gender
M.A. Music (Kodaly), Holy Names College	Music	North	F

Summary

The candidate is an elementary music teacher for the Alameda Unified School District. She is the facilitator for the elementary music department and a BTSA mentor. She facilitated staff development days for elementary teachers for the last two VPA adoptions. She participated in a program sponsored by The California Arts Project, with the California Design Institute, in lesson design according to the content standards. She has a M.A. in Music (Kodaly) from Holy Names College.

Number	First Name	Last Name	Title	Employer
34	Joanne	Talesfore	Arts Resource Coordinator	Los Gatos Union School District

Highest Degree	Expertise	Region	Gender
B.A. Art, San Jose State University	Visual Art	North	F

Summary

The candidate is an Arts Resource Coordinator for the Los Gatos Union School District. She coordinates teacher training and the creation of standards-aligned lessons, and has implemented both a teaching guide and a program of hands-on training by artists for teachers in her district. She has also been involved in linking teacher training programs with community organizations and the San Jose Museum of Art. She has a B.A. in Art and Design from San Jose State University.

2006 Visual and Performing Arts Primary Adoption CRP Applicants

Number	First Name	Last Name	Title	Employer
115	Crystal	Olson	Assistant Professor	California State University, Sacramento

Highest Degree	Expertise	Region	Gender
Ed.D. Curriculum and Instruction, University of Southern California	Music	North	F

Summary

The candidate is an Assistant Professor of Music at California State University, Sacramento. She is the Coordinator for an NEA grant for the Anchor Works Institute for Professional Development for K-12 Teachers in the Visual and Performing Arts. She was the State Coordinator for The California Arts Project's Diversity Institute for Professional Development for Teachers K-12. She has participated in or coordinated numerous other professional development programs. She has an M.A. in Music from California State University, Sacramento, and an Ed.D. in Curriculum and Instruction from the University of Southern California.

ITEM # 23

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
2006 Science Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve appointment of Instructional Materials Advisory Panel (IMAP) members as listed in Attachment 1, and Content Review Panel (CRP) experts as listed in Attachment 2, conditioned upon review of any potential conflict of interest by the SBE/CDE legal counsel, as recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

March 10, 2004: The SBE adopted the evaluation criteria for the 2006 Science Primary Adoption.

January 12, 2005: The SBE adopted the 2006 Science Primary Adoption Timeline.

January 12, 2006: The SBE approved 49 IMAP and 20 CRP candidates recommended by the Curriculum Commission.

SUMMARY OF KEY ISSUES

Background
In March 2005, a recruitment letter from State Superintendent of Public Instruction (SSPI), Jack O'Connell, was sent to district and county superintendents, curriculum coordinators in science, and other interested individuals and organizations, to recruit science educators to serve as IMAP members and CRP experts. Recruitment letters were also sent to college and university departments of science, and to a number of professional associations related to science. The application forms for the IMAP and CRP have been on the CDE Web site since March 2005.

On September 30, 2005, the Curriculum Commission approved to move forward for SBE appointment 43 applicants to serve as IMAP members and 17 applicants to serve

SUMMARY OF KEY ISSUES (Cont.)

as CRP experts. The Curriculum Commission recommended one IMAP applicant to the CRP (#119), and one CRP applicant to the IMAP (#50), because these individuals' qualifications were better suited to the other panel.

On December 2, 2005, the Curriculum Commission approved to move forward for SBE appointment an additional seven applicants to serve as IMAP members, and four applicants to serve as CRP experts. The Curriculum Commission recommended one IMAP applicant to the CRP (#122) feeling that this individual's qualifications were better suited to the other panel. In total, the Curriculum Commission approved to move forward to the SBE 50 applicants for appointment to the IMAP and 21 applicants for appointment to the CRP.

On January 12, 2006, the SBE approved appointment of 49 of the 50 IMAP members and 20 of the 21 CRP experts recommended by the Curriculum Commission. The lead counsels for the CDE and the SBE disqualified one IMAP applicant for conflict of interest and one CRP applicant withdrew from consideration before the SBE action.

On January 27, 2006, the Curriculum Commission approved to move forward for SBE appointment the final applications for appointment to the Science IMAP and CRP, two applicants to serve as IMAP members (Attachment 1: #55, 56) and four applicants to serve as CRP experts (Attachment 2: #123-126).

Profile of Applicants
The role of the IMAP is to review submitted programs to determine their alignment with the content standards and the evaluation criteria adopted by the SBE. The CRP experts serve as advisors in their area of expertise, and confirm that the instructional materials are accurate and based on current and confirmed research.

A majority of the IMAP applicants are classroom teachers, as required by the *California Code of Regulations* (Title 5, Article 2.1, Section 9516), but also include curriculum specialists, program coordinators, and consultants. All of the CRP applicants have an advanced degree in science.

Of the 69 applicants approved by the SBE and the 6 applicants being forwarded for approval, 38 of the IMAP applicants and 11 of the CRP applicants are female; 13 IMAP applicants and 13 CRP applicants are male. Twenty-one IMAP applicants and 10 CRP applicants are from northern California; 30 IMAP applicants and 14 CRP applicants are from southern California.

Estimated Number of Panels
Twelve publishers have expressed an interest in participating in the 2006 Science Primary Adoption. Based on this number of publishers, eight panels of reviewers are needed, each panel having six to seven IMAP members and three CRP experts.

FISCAL ANALYSIS (AS APPROPRIATE)

The estimated cost for travel, hotel accommodations, and per diem expenses based on 51 IMAP members and 24 CRP experts is $120,040. The final costs may vary depending upon the number of reviewers who actually serve on the IMAP and CRP.

ATTACHMENT(S)

Attachment 1: 2006 Science Primary Adoption IMAP Applicants – Cohort 3 (1 Page)

Attachment 2: 2006 Science Primary Adoption CRP Applicants – Cohort 3 (2 Pages)

2006 Science Primary Adoption IMAP Applicants - Cohort 3

Number	First Name	Last Name	Title	Employer
55	Hedy	Moscovici	Associate Professor and Director, Center for Science Teacher Education	CSU Dominguez Hills

Highest Degree	Region	Gender
Ph.D., Science Education	South	F

Expertise

Grades 4, 5, 6, 7, 8, High (9-12)
Chemistry, Biology/Life Sciences

Summary

The candidate is an Associate Professor at CSU, Dominquez Hills and currently teaches science methods courses, interdisciplinary methods courses, and graduate curriculum and science education courses. She also taught undergraduate biology courses. She works with LAUSD science branch as part of the SCALE (National MSP), QED, and CaMSP grants. She also serves as a reviewer of Subject Matter Programs (Science-California) and NSTA/NCATE programs (US). She has a Ph.D. in Science Education, an M.Sc. in Microbiology (Parasitology), a B.Sc. in Sciences/Biology, and Teaching Credentials for General Science, Biology, and Mathematics, grades 4-12.

Number	First Name	Last Name	Title	Employer
56	Olivia	Bergere	Teacher	Palm Springs USD

Highest Degree	Region	Gender
B.A. California History	South	F

Expertise

Primary (K-3), Grade 5

Summary

The candidate has been a teacher for 14 years and currently teaches a self-contained, 5th grade classroom. She is currently the science advisor for her school and a member of the standards committee for the past two years. She has evaluated and assessed materials for her district's science programs and for the past two years, has served on the K-12 Science Alliance. She has a B.A. degree in California History.

2006 Science Primary Adoption CRP Applicants - Cohort 3

Number	First Name	Last Name	Title	Employer
123	Nicholas	Davatzes	Research Geologist: Mendenhall Post-doctoral Research Fellow	U.S. Geological Survey

Highest Degree	Region	Gender
Ph.D. Geology/Geomechanics, Stanford University	North	M

Expertise

Expertise: Geology, Physics, Mechanics

Teaching: Teaching Assistant - Introductory Geology, Depositional Systems, Characterization and Hydraulics of Rock Fractures, Diagenesis and Transfer Processes in Sedimentary Basins, Physical Geology

Summary

The candidate is currently a Post-doctoral Research Fellow, conducting research on earthquake mechanics as related to earthquake hazards analysis and the extraction of electricity from geothermal fields. He has a strong background in general geology (including dynamic processes in the earth, such as plate tectonics, and the history of the earth and solar system), and specialized knowledge of fluid flow in the subsurface and earthquake mechanics. He has authored several papers and lectured on geothermal energy. The candidate has a Ph.D. in Geology and Geomechanics from Stanford University.

Number	First Name	Last Name	Title	Employer
124	John	Solum	Post-doctoral Research Fellow	U.S. Geological Survey

Highest Degree	Region	Gender
Ph.D. Geology, University of Michigan	North	M

Expertise

Expertise: Geology/Earth Sciences

Teaching: Graduate Student Instructor - Introductory and Structural Geology

Summary

The candidate is a Post-doctoral Research Fellow with the U.S. Geological Survey, working on characterization of samples from the San Andreas Fault Observatory. He is an expert in the field of structural geology, including tectonics, and has taught college classes in Introductory and Structural Geology. He has authored several papers on aspects of faults. The candidate has Ph.D. in Geology from the University of Michigan.

2006 Science Primary Adoption CRP Applicants - Cohort 3

Number	First Name	Last Name	Title	Employer
125	Dennis	Kurtz	Principal	Hollister School District

Highest Degree	Region	Gender
Ph.D. Geology, Rice University	North	M

Expertise

Expertise: Earth Science, Chemistry, Physics

Teaching: Grade 5 - Science, Middle School - Physical Science, High School - General Science, Earth Science, Honors Chemistry, Physics; Undergraduate/Graduate Classes - Geology, Geophysics; Adult Education-workshops in Science Teaching Methodologies

Summary

The candidate is currently an elementary school principal, overseeing curriculum implementation, professional development, and teaching and learning as they relate to the California academic standards in Language Arts, Mathematics, Science, and Social Studies for students and teachers from preschool through grade five. Over the past twenty years, he has been a classroom teacher, Science Department Chair, and Assessment Mentor. He has worked with the Science Framework since the mid-1980s and the Science Content Standards since their inception. The candidate has a Ph.D. in Geology from Rice University.

Number	First Name	Last Name	Title	Employer
126	Michal	Danin-Kreiselman	Biology Teacher	Kennedy High School

Highest Degree	Region	Gender
Ph.D. Biochemistry, Hebrew University, Jerusalem	South	F

Expertise

Expertise: Biochemistry

Teaching: High School - Biology (Grade 10)

Summary

The candidate currently teaches five classes of high school Biology to tenth grade students. He has taught college classes in Biochemistry, and was a teaching assistant for laboratory courses in Botany and Recombinant DNA Technology. The candidate has a Ph.D. in Biochemistry from Hebrew University, Jerusulem.

ITEM # 24

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Williams Settlement Legislation, Senate Bill 550: Remedy Insufficiency of Instructional Materials, Pursuant to *Education Code* Section 1240(i)(4)(D).	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) find that the districts identified in the last minute memorandum failed to provide pupils with sufficient instructional materials pursuant to *Education Code (EC)* Section 60119, and authorize the State Superintendent of Public Instruction (SSPI) to purchase instructional materials for these districts to remedy these insufficiencies, pursuant to *EC* Section 1240(i)(4)(D).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

March 10, 2005 - The SBE updated *California Code of Regulations*, Title 5, Section 9531 to reflect the requirements in *EC* Section 60119 for the sufficiency of instructional materials as revised by the *Williams* settlement legislation, Senate Bill 550.

SUMMARY OF KEY ISSUES

As part of the 2004 settlement of the *Eliezer Williams, et al., vs. State of California, et al. (Williams)* case, the Legislature enacted legislation which modified the requirements for annual certification of instructional materials sufficiency at the district level. *EC* Section 60119, as modified by Chapter 118, Statutes of 2005, requires that districts hold a public hearing no later than the eighth week of each school year, at which the governing board, “shall make a determination, through a resolution, as to whether each pupil in each school in the district has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Section 60605.” *EC* Section 1240(i)(4) states that county offices of education shall enforce the sufficiency requirement, including required annual site visits for schools in the first three deciles of the state’s Academic Performance Index (API). If the district has an insufficiency under *EC* Section 60119 and fails to remedy that insufficiency by the second month of the school term, then *EC* Section 1240(i)(4)(D) states that the county superintendent, “shall request the department, with approval by the State Board of Education, to purchase the textbooks or instructional materials necessary to comply with the sufficiency requirement of this subdivision.”

SUMMARY OF KEY ISSUES (Cont.)

EC Section 1240(i)(4)(D) states that if the SBE approves a recommendation from the CDE to purchase materials to meet a district insufficiency, then the "board shall issue a public statement at a regularly scheduled meeting indicating that the district superintendent and the governing board of the school district failed to provide pupils with sufficient textbooks or instructional materials as required by this subdivision." The SSPI shall consult with the district to determine which materials to purchase to remedy the insufficiency.

FISCAL ANALYSIS (AS APPROPRIATE)

Funds for the purchase of instructional materials by the SSPI to meet insufficiencies at the local district level come from a fund of $5,000,000 set aside by the State for this purpose. Any purchases from this fund are considered a loan to districts, and if not repaid by the district according to terms established by the SSPI, shall be deducted from the next principal apportionment of the district.

ATTACHMENT(S)

A last minute memorandum will be provided.

ITEM # 25

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
No Child Left Behind Act of 2001: Approve Local Educational Agency Plans, Title 1, Section 1112	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the local educational agency (LEA) Plan for the LEA listed on Attachment 1. This plan has met the requirements for full approval.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

As of the January 2006 meeting, the SBE has approved a total of 1,264 LEA Plans.

SUMMARY OF KEY ISSUES

The purpose of the LEA Plan is to develop an integrated, coordinated plan that describes educational services for all students and can be used to guide program implementation and resource allocation. One LEA Plan from a direct-funded charter school is being recommended for full approval (see attachment).

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to state operations.

ATTACHMENT(S)

Attachment 1: Local Educational Agency Plan for a Direct-Funded Charter School Recommended for Full State Board of Education Approval, March 2006

Local Educational Agency Plans for Direct-Funded Charter Schools
Recommended for Full State Board of Education Approval
March 2006

CoDistCode	SchCode	Direct-Funded Charter Schools
3768338	0109165	Jola Community

ITEM # 26

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Consolidated Applications 2005-06: Approval	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2005-06 Consolidated Applications (ConApps) submitted by local educational agencies (LEAs) in Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Each year the CDE, in compliance with California *Code of Regulations* Title 5, Section 3920, recommends that the SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs. To date, the SBE has approved ConApps for 1,233 LEAs.

Approximately $3.2 billion is distributed annually through the ConApp process. There are 14 state and federal programs that LEAs may apply for in the ConApp. The state funding sources include: Cal-SAFE; Economic Impact Aid; Peer Assistance Review; School Safety (AB 1113); and Tobacco Use Prevention Education. The federal funding sources include Title I, Part A (Low-Income); Title I, Part A (Neglected); Title I, Part D, (Delinquent); Title II, Part A (Teacher Quality); Title II, Part D (Technology); Title III, Part A (LEP Students); Title IV, Part A (Safe and Drug-Free Schools and Communities); Title V, Part A (Innovative); and Title VI, Part B (Rural, Low-Income).

The CDE provides the SBE with two types of approval recommendations. Regular approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, and has no serious noncompliant issues over 365 days. Conditional approval is recommended when an LEA has submitted a correct and complete ConApp, Part I, but has one or more serious noncompliant issues over 365 days. Conditional approval provides authority to the LEA to spend its categorical funds on the condition that it resolves or makes significant progress toward resolving noncompliant issues. In extreme cases, conditional approval may include the withholding of funds.

The attachments include ConApp entitlement figures and the Student Testing and Reporting (STAR) data from school year 2004-05. If fiscal data are absent, it indicates that the LEA is new or is applying for direct funding for the first time. If achievement data

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION . . . (Cont.)

are absent, it indicates the LEA is new, the scores were attributed to their sponsoring LEA (in the case of charter schools), or there were an insufficient number of student results to report.

SUMMARY OF KEY ISSUES

The CDE recommends regular approval of the ConApp for 12 LEAs (see attachment 1 for the list of LEAs).

FISCAL ANALYSIS (AS APPROPRIATE)

There is minimal CDE cost to track the SBE approval status of the ConApp for approximately 1,300 LEAs.

ATTACHMENT(S)

Attachment 1: ConApp List, Regular Approvals (1 Page)

Recommended for Regular Approval: The following LEAs have submitted a correct and complete ConApp, Part I, and have no compliance issues crucial to student achievement outstanding for more than 365 days. The Department recommends regular approval of these applications.

CD Code	School Code	Local Educational Agency Name	2004-05 ConApp Entitlement	2004-05 Entitlement Per Student	2004-05 Title I Entitlement	2004-05 STAR Data Percent of Students Scoring At or Above: Mathematics Basic	Mathematics Advanced or Proficient	Reading Basic	Reading Advanced or Proficient
3768338	6120935	Albert Einstein Academy Charter	21,038	157.00	16,377	15.9	78.4	26.1	69.3
0161259	0109819	Berkley Maynard Academy	0	0.00	0	0.0	0.0	0.0	0.0
1563628	6121024	California Virtual Academy @ Kern	0	0.00	0	26.5	34.9	27.7	49.5
3768403	6120893	California Virtual Academy @ San Diego	0	0.00	0	28.5	40.0	22.6	60.3
4970797	0107284	California Virtual Academy At Sonoma	0	0.00	0	26.4	35.8	26.9	51.8
0161259	0109983	Education For Change East Oakland Community C	0	0.00	0	0.0	0.0	0.0	0.0
1964733	0109967	Giraffe Charter	0	0.00	0	0.0	0.0	0.0	0.0
3768338	6119598	King/Chavez Charter	191,294	644.09	153,949	33.6	45.6	42.9	37.5
1964733	0110304	Los Angeles Academy Of Arts & Enterprise Char	0	0.00	0	0.0	0.0	0.0	0.0
0461424	0110551	Nord Country	0	0.00	0	0.0	23.0	26.9	44.7
4970730	6120588	Pathways Charter	108,640	510.05	98,122	24.4	52.1	33.1	30.6
3768338	6120943	Promise Charter	0	0.00	0	28.9			

Total Number of LEAs in the Report 12

Total ConApp entitlement for districts receiving regular approval $320,972

ITEM # 27

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approval of Training Providers and Training Curricula	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the providers and training curricula listed on Attachment 1 for the professional development under the provisions of the Mathematics and Reading Professional Development Program, Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the February 2002 meeting, the SBE approved criteria for the approval of training providers and training curricula. The SBE has approved AB 466 training providers and training curricula at previous meetings. The list of current SBE-approved AB 466 providers is available on the CDE Web site at *http://www.cde.ca.gov/pd/ca/ma/mard03sbetrngprvdr.asp.*

SUMMARY OF KEY ISSUES

AB 466 established the Mathematics and Reading Professional Development Program, which provides incentive funding to districts to train teachers, instructional aides, and paraprofessionals in mathematics and reading. Once the providers and their training curricula are determined to have satisfied the SBE-approved criteria and have been approved by the SBE, local educational agencies (LEAs) may contact the approved providers for AB 466 professional development.

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of additional AB 466 providers allows more choices for LEAs in selecting training providers, for which $31.7 million was allocated for fiscal year 2005-06. Approval of additional providers does not affect the total dollars available.

ATTACHMENT(S)

Attachment 1: Providers and Training Curricula Recommended for Board Approval (1 page)

Providers and Training Curricula Recommended for Board Approval

Mathematics and Reading Professional Development Program (Assembly Bill 466) review panel recommends approval of the following providers and training curricula:

Provider:	Etiwanda School District
Curriculum:	Sadlier-Oxford, Division of W. H. Sadlier, Inc., *Progress in Mathematics, CA Edition,* 2001
Grade Levels:	Three and five

Provider:	Imperial, Los Angeles, Sacramento, San Diego, Santa Clara, and Stanislaus County Offices of Education
Curriculum:	McDougal Littell, *Structure and Method,* 2001
Grade Levels:	Six and seven

ITEM # 28

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests from Local Educational Agencies	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve reimbursement requests on the attached lists of local educational agencies (LEAs) that have complied with required assurances for the Mathematics and Reading Professional Development Program, Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code (EC) Section 99234(g), established by AB 466, stipulates that funding may not be provided to an LEA until the SBE approves the agency's certified assurances. During 2002-03, the SBE approved AB 466 applications **prior to** a participating LEA commencing training. This process caused a time delay before an LEA could begin training. To avoid this delay in 2003-04 and subsequent years, the SBE Executive Director and the CDE Deputy Superintendent for Curriculum and Instruction agreed that LEA compliance with required assurances would be approved by the SBE when LEAs submit a Request for Reimbursement form, which occurs after training is completed.

SUMMARY OF KEY ISSUES

As a condition of the receipt of funds, *EC* Section 99237(a) requires that an LEA submit to the SBE a statement of assurance certified by the appropriate agency official and approved in a public session by the governing body of the agency. LEAs participating in the AB 466 program provide this proof of compliance with assurances by submitting a signed application. LEAs submitting a Request for Reimbursement Form additionally provide summary information regarding credentials held by each teacher who has successfully completed training.

The specific amount for each LEA will be determined by the CDE staff in accordance with law, regulation, and the established practice for this program.

FISCAL ANALYSIS (AS APPROPRIATE)

The Legislature appropriated $31.7 million (General Fund) for the AB 466 program for fiscal year (FY) 2004-05. To date the CDE has issued $29,497,500 in payments from FY 2004-05. Another $681,250 is pending payment for claims that were approved at the January board meeting and for additional claims submitted by previously approved LEAs; therefore, sufficient funding remains to pay the claims shown on Attachment 1.

The Legislature also appropriated $31.7 million (General Fund) for the AB 466 program for FY 2005-06. To date the CDE has received $8,318,750 in FY 2005-06 claims. LEAs on Attachment 2 will be reimbursed from the current fiscal year's appropriation.

ATTACHMENT(S)

Attachment 1: List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2005-06 (March 2006) (1 Page)

Attachment 2: List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Year 2005-06 (March 2006) (6 Pages)

List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2005-06 (March 2006)

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Butte	Pioneer Union Elementary	3				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Madera	Chowchilla Union High	2				Sacramento COE	Hampton Brown, *High Point*
San Joaquin	Banta Elementary	1				RIC, San Joaquin COE	Houghton Mifflin, *A Legacy of LIteracy*
Santa Clara	Mount Pleasant Elementary	25	44			RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
Tehama	Lassen View Elementary			2		Sacramento COE	Prentice Hall, *Pre-Algebra, California Edition*
	TOTAL	**31**	**44**	**2**	**0**		

List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Year 2005-06 (March 2006)

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Alameda	Oakland Unified	102				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
Butte	Oroville City Elementary			1		Tehama COE	Saxon Publishers, *Saxon Math K*
Butte	Paradise Unified	3				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Contra Costa	Liberty Union High			8		Sacramento COE	Prentice Hall, *Algebra 1, California Edition*
Contra Costa	West Contra Costa Unified	72				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
Del Norte	Del Norte County Unified	2				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
El Dorado	Rescue Union Elementary	16				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
Fresno	Selma Unified			5		Riverside COE	Houghton Mifflin, *Mathematics*
Humboldt	Cutten Elementary	1	40			RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Humboldt	Eureka City Unified	8				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Humboldt	Loleta Union Elementary	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Kern	Standard Elementary	46				RIC, Los Angeles COE	SRA/McGraw-Hill, *Open Court 2002*
Lassen	Susanville Elementary			7		Sacramento COE	Saxon Publishers, *Saxon Math 65 and Math 76*
Los Angeles	El Monte Union High	22				Sacramento COE	Holt, Rhinehart, and Winston, *Literature and Language Arts*
Los Angeles	Hacienda La Puente Unified	72				Sacramento COE	Holt, Rhinehart, and Winston, *Literature and Language Arts*
Los Angeles	Mountain View Elementary	5				Sacramento COE	Holt, Rhinehart, and Winston, *Literature and Language Arts*
Los Angeles	Palmdale Elementary	186				RIC, Los Angeles COE	Houghton Mifflin, *A Legacy of Literacy*
Los Angeles	Pasadena Unified	154				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2000 and 2002*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Los Angeles	Redondo Beach Unified	132				RIC, Los Angeles COE	Houghton Mifflin, *A Legacy of Literacy*
Marin	Novato Unified	19				SRA/McGraw-Hill	SRA/McGraw-Hill, *Open Court 2002*
Mendocino	Potter Valley Community Unified	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Merced	Dos Palos-Oro Loma Joint Unified	10				Sacramento COE	SRA/McGraw-Hill, *REACH*
Monterey	Gonzales Unified	6				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
Orange	Tustin Unified			38		MPDI, UC Irvine	Sadlier-Oxford, *Progress in Mathematics, California Edition*
Riverside	Jurupa Unified	33				Sacramento COE	Prentice Hall, *Timeless Voices, Timeless Themes*
Sacramento	North Sacramento Elementary	10				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
San Bernardino	Colton Joint Unified			131		Fresno COE	Harcourt School Publishers, *Harcourt Math*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
San Diego	Cajon Valley Union Elementary	3				RIC, San Diego COE	Houghton Mifflin, *A Legacy of Literacy*
San Diego	Fallbrook Union High	12				Sacramento COE	Holt, Rhinehart, and Winston, *Literature and Language Arts*
San Diego	Lakeside Union Elementary	4				Sacramento COE	SRA/McGraw-Hill, *REACH*
San Diego	Valley Center-Pauma Unified	32				RIC, San Diego COE	Houghton Mifflin, *Lectura*
San Diego	Vista Unified	55				RIC, San Diego COE	Houghton Mifflin, *A Legacy of Literacy*
Santa Barbara	Cuyama Joint Unified	2				RIC, Los Angeles COE	Houghton Mifflin, *A Legacy of Literacy*
Santa Barbara	Lompoc Unified				3	District	Houghton Mifflin, *Mathematics*
Santa Clara	Alum Rock Union Elementary	68				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
Santa Clara	Moreland Elementary	20				RIC, Alameda COE	Houghton Mifflin, *A Legacy of Literacy*
Siskiyou	Hornbrook Elementary			1		Imperial COE	McDougal Littell, *Concepts and Skills, Course 2*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Solano	Vallejo City Unified	20				Sacramento COE	Holt, Rhinehart, and Winston, *Literature and Language Arts*
Sonoma	Old Adobe Union Elementary	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Sonoma	Santa Rosa Elementary	1				RIC, Alameda COE	Houghton Mifflin, *A Legacy of Literacy*
Stanislaus	Ceres Unified	23				RIC, San Joaquin COE	SRA/McGraw-Hill, *Open Court 2002*
Stanislaus	Hughson Unified		18			Sacramento COE	Houghton Mifflin, *A Legacy of Literacy*
Stanislaus	Newman-Crows Landing Unified	13				RIC, San Joaquin COE	Houghton Mifflin, *A Legacy of Literacy*
Stanislaus	Paradise Elementary	1				RIC, San Joaquin COE	Houghton Mifflin, *A Legacy of Literacy*
Stanislaus	Patterson Joint Unified	12				RIC, San Joaquin COE	SRA/McGraw-Hill, *Open Court 2002*
Stanislaus	Salida Union Elementary				5	Sacramento COE	Prentice Hall, *Pre-Algebra,* and *Algebra I, California Edition*

COUNTY	LEA NAME	NUMBER OF TEACHERS				PROVIDER	MATERIALS
		Reading 40 Hours	Reading 80 Hours	Mathematics 40 Hours	Mathematics 80 Hours		
Stanislaus	Turlock Unified	31				Sacramento COE	Prentice Hall, *Timeless Voices, Timeless Themes*
Tehama	Corning Union Elementary	13				Sacramento COE	Hampton Brown, *High Point*
Tehama	Gerber Union Elementary	3				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Trinity	Douglas City Elementary	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Tuolumne	Twain Harte-Long Barn Union Elementary		1			District	Houghton Mifflin, *A Legacy of Literacy*
Ventura	Conejo Valley Unified	6				CPDI, UC San Diego	Hampton Brown, *High Point*
Yolo	Davis Joint Unified	33				RIC, Sacramento COE	Houghton Mifflin, *A Legacy of Literacy*
Yolo	Washington Unified	19				RIC, Sacramento COE	SRA/McGraw-Hill, *Open Court 2002*
	TOTAL	**1,274**	**59**	**191**	**8**		

ITEM # 29

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
The Principal Training Program, Assembly Bill 75 (Chapter 697, Statutes of 2001): Approval of Applications for Funding from Local Educational Agencies and Consortia	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the attached lists of five local educational agencies (LEAs) that have submitted applications for funding under The Principal Training Program (PTP), Assembly Bill (AB) 75 (Chapter 697, Statutes of 2001).

Note: Effective July 1, 2006, the current Principal Training Program will be reauthorized as the Administrator Training Program (AB 430 [Chapter 364, Statutes of 2005]). The SBE will approve AB 430 applications in May 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved criteria and requirements for PTP applications at the February 2002 meeting.

SUMMARY OF KEY ISSUES

The PTP requires the SBE to approve all LEA applicants for funding by name only. Initial funding is dispersed once the LEA enters the participant name into the Management System for Principal Training (MSPT). Subsequent payments are dispersed once the training provider records the completed hours into the MSPT.

FISCAL ANALYSIS (AS APPROPRIATE)

Actual LEA reimbursements are dependent upon further information to be provided by LEAs and training providers, such as names of administrator participants and number of hours in actual training. LEAs receive a payment of $1,200 per participant, once the participant name is entered into the MSPT. A second payment of $900 is dispersed once the first 80 hours of training is recorded into the MSPT. A final payment of $900 is dispersed once the participant completes 160 hours of training. It is feasible that initial award requests will be amended throughout the funding period. Estimated State expenditures resulting from this action: $ 24,000

ATTACHMENT(S)

Attachment 1: Local Educational Agencies Recommended for State Board of Education Approval March 2006 (1 Page)

Attachment 2: Principal Training Program, Consortia Members Recommended for State Board of Education Approval March 2006 (1 Page)

Attachment 3: Principal Training Program, Program Summary March 2006 (1 Page)

PRINCIPAL TRAINING PROGRAM
Local Educational Agencies Recommended
For State Board of Education Approval
March 2006

Applications received during the months of December 2005 and January 2006

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
CONTRA COSTA Antioch Unified	2	$6,000
LOS ANGELES East Whittier City Elementary	5	$15,000
TOTAL	**7**	**$21,000** (7 x $3,000)

PRINCIPAL TRAINING PROGRAM
Consortia Members Recommended
For State Board of Education Approval
March 2006

Applications received during the months of December 2005 and January 2006

CONSORTIA with recommended Membership	**Total Number of Site Administrators**	**Total Amount of State Funding Requested**
KINGS COE Pioneer Union Elementary	1	$3,000
TOTAL	**1**	**$3,000** (1 x $3,000)

PRINCIPAL TRAINING PROGRAM
Program Summary
March 2006

CURRENT REQUEST SUMMARY

Applications received in December 2005 and January 2006

Total number of LEAs recommended for March Approval….....2
Total number of administrators.....7

Total state funds requested by Single LEAs for March approval:
(7 x $3,000) $21,000

Total number of new Consortia recommended for March approval….....None
(New participants added: 1) (1 x $3,000)……..$3,000

Total State Funds Requested..... $24,000
(7 LEAs and 1 new Consortium participant(s) x $3,000)

SUMMARY TO DATE

Total number of participating LEAs
(452 Single LEAs plus 268 LEAs included in 20 SBE-approved Consortia.....720

Total number of administrators anticipated for program participation..... 11,262

Note: The numbers in the SUMMARY TO DATE have changed due to LEAs withdrawing from the program.

ITEM # 30

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
The Principal Training Program, Assembly Bill 75 (Chapter 697, Statutes of 2001): Approval of Training Providers	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the list of Recommended Training Providers for Principal Training Program (PTP).

~~Please include the note you have in the other AB 75 item. Thanks.~~

Note: Effective July 1, 2006, the current Principal Training Program will be reauthorized as the Administrator Training Program (AB 430 [Chapter 364, Statutes of 2005]). The SBE will approve AB 430 applications in May 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved the original criteria and requirements for the PTP applications at the February 2002 meeting.

SUMMARY OF KEY ISSUES

The PTP requires the SBE to approve all program providers. Applications to become SBE-approved providers are reviewed using SBE adopted criteria.

FISCAL ANALYSIS (AS APPROPRIATE)

This item is solely for approval of training providers. Approval of the providers does not directly result in the expenditure of any funds. There are relatively minor state costs associated with the review of submissions by prospective training providers.

ATTACHMENT(S)

Attachment 1: Principal Training Program: Recommended List of Training Providers (1 Page)

PRINCIPAL TRAINING PROGRAM
RECOMMENDED LIST OF TRAINING PROVIDERS
March 2006

Module 1 – Leadership and Support of Instructional Program

Etiwanda School District
High School Level

McDougal Littell	Algebra 1 Concepts and Skills

Action Learning Systems, Inc.
Middle School Level

Holt, Rinehart and Winston	Literature and Language Arts (6-8)
Prentice Hall	Timeless Voices, Timeless Themes (6-8)

High School Level

Holt, Rinehart and Winston	Literature and Language Arts (9-10)

Contra Costa County of Education
Middle School Level (In partnership with Stanislaus County Office of Education)

Prentice Hall	Timeless Voices, Timeless Themes (6-8)

High School Level (In partnership with Stanislaus County Office of Education)

Prentice Hall	Timeless Voices, Timeless Themes (9-10)

ITEM # 31

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program (II/USP): Request to Rescind State-monitoring Status for Two II/USP Schools	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) rescind the SBE action taken on September 8, 2005, and on November 10, 2005, to deem two Immediate Intervention/Underperforming Schools Program (II/USP) schools as state-monitored and to assign a School Assistance and Intervention Team (SAIT) to the schools listed on Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Washington Elementary School in West Contra Costa Unified was state-monitored with 48 other II/USP schools at the September 8, 2005, SBE meeting. The school was state-monitored based on an August 25, 2005 Accountability Progress Report which indicated negative growth of -13 Academic Performance Index (API) points.

Lockwood Elementary School in Oakland Unified was state-monitored with four other schools at the November 10, 2005, SBE meeting. Lockwood Elementary School was state-monitored based on an October 27, 2005, API Growth Report which indicated that the school had zero points of API growth.

SUMMARY OF KEY ISSUES

The January 2006 API Report showed a data change for Washington Elementary that resulted in ten points of API growth. This school has made significant growth and as a result no longer needs to be state-monitored.

Similarly, Lockwood Elementary had changed data resulting in one point of API growth. This school no longer needs to be state-monitored.

Therefore, the status of the two schools needs to be amended. The CDE recommends that the SBE action taken in September and November to deem Washington Elementary and Lockwood Elementary as state-monitored and to assign a SAIT to the schools be rescinded.

FISCAL ANALYSIS (AS APPROPRIATE)

Details of the revised November 2005 expenditure plan for allocations to state-monitored II/USP schools are stated in the March 2006 SBE item entitled:

> Immediate Intervention/Underperforming Schools Program: School Assistance and Intervention Team: Request to Approve an Amended Expenditure Plan

ATTACHMENT(S)

Attachment 1: 2005-06 Immediate Intervention/Underperforming Schools Program Cohort 2 and 3 Schools that Changed Data (1 Page)

2005-06 Immediate Intervention/Underperforming Schools Program
Cohort 2 and 3 Schools that Changed Data

County	District	School	Cohort	2002 Base	2003 Growth	Met 2003 Schoolwide Growth Target	Met 2003 Comparable Improvement	2003 Base	2004 Growth	Met 2004 Schoolwide Growth Target	Met 2004 Comparable Improvement	2004 Base	2005 Growth
Alameda	Oakland Unified	Lockwood Elementary	2	503	60	Yes	Yes	563	2	No	No	565	1
Contra Costa	West Contra Costa Unified	Washington Elementary	3	629	53	Yes	Yes	684	6	Yes	No	696	10

ITEM # 32

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program: School Assistance and Intervention Team: Request to Approve an Amended Expenditure Plan	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve a revised expenditure plan for a November 2005 state-monitored school.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Washington Elementary School in West Contra Costa Unified and 48 other schools were deemed state-monitored at the September 8, 2005, SBE meeting and the SBE approved an expenditure plan for all 49 schools to support School Assistance and Intervention Team (SAIT) activities and corrective actions in these schools.

Lockwood Elementary School in Oakland Unified and four other schools were deemed state-monitored at the November 10, 2005, SBE meeting and the SBE approved an expenditure plan for all five schools to support SAIT activities and corrective actions in these schools.

SUMMARY OF KEY ISSUES

The January 2006 Academic Performance Index (API) Report identified Washington Elementary as a Cohort 3, Immediate Intervention/Underperforming Schools Program (II/USP) school which had changed data resulting in ten points of API growth.

The January 2006 API Report also identified Lockwood Elementary as a Cohort 2, II/USP school which had changed data resulting in one point of API growth.

The SBE item “Immediate Intervention/Underperforming Schools Program (II/USP): Request to Rescind State-monitoring Status for Two II/USP Schools” requested that these schools’ status as state-monitored be rescinded.

SUMMARY OF KEY ISSUES (Cont.)

The CDE recommends the SBE approve a new expenditure plan which deletes $157,650 originally approved for SAIT work and corrective action in Lockwood Elementary in Oakland Unified.

SAIT work has already begun in Washington Elementary School in west Contra Costa Unified. Staff will determine the outstanding balance and submit a revised September 2005 expenditure plan at the May 2006 meeting of the SBE.

FISCAL ANALYSIS (AS APPROPRIATE)

Attachment 1 is the original 2005-06 expenditure plan for the II/USP schools as it was approved in November 2005 and includes funds for Lockwood Elementary.

Attachment 2 is the revised November 2005-06 expenditure plan fir II/USP schools deleting $157,650 for Lockwood Elementary School in Oakland Unified.

ATTACHMENT(S)

Attachment 1: Table 1: Original 2005-06 Expenditure Plan for Immediate Intervention/ Underperforming Schools Program as Approved in November 2005 (1 Page)

Attachment 2: Table 2: Revised November 2005-06 Expenditure Plan for Immediate Intervention/Underperforming Schools Program State-Monitored Schools (1 Page)

Table 1

Original 2005-06 Expenditure Plan for
Immediate Intervention/Underperforming Schools Program
State-Monitored Schools as Approved in November 2005

Funding	Identified Schools	School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
Federal Funds	**Cohorts 2 & 3**		
	Elementary 3	$75,000 x 2 = $225,000	1,239 students x $150 = $268,500
	Middle 2	$75,000 x 2 = $150,000	1,627 students x $150 = $244,050
	Subtotal 5	**Subtotal $375,000**	**Subtotal $512,550**
		SAIT and Corrective Actions Federal Funds: $887,550	

Table 1

Revised 2005-06 Expenditure Plan for Immediate Intervention/Underperforming Schools Program State-Monitored Schools

Funding	Identified Schools	School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
Federal Funds	**Cohorts 2 & 3** Elementary 2 Middle 2 Subtotal 4	$75,000 x 2 = $150,000 $75,000 x 2 = $150,000 **Subtotal $300,000**	1,239 students x $150 = $185,850 1,627 students x $150 = $244,050 **Subtotal $429,900**
		SAIT and Corrective Actions Federal Funds: $729,900	

ITEM # 33

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Legislative Update: Including, but not limited to, Information on Legislation from the 2005-06 Legislative Session.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

This item is presented to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The November 2005 legislative update provided to the SBE included a summary and status of legislative measures from the first half of the 2005-2006 legislative session.

SUMMARY OF KEY ISSUES

The legislative measures presented include bills that fall under the seven principles adopted by the SBE at the September 2004 Board meeting, as well as legislation that may be of interest to the SBE, including an overview of the 2006-07 state budget.

The legislature reconvened for the second half of the 2005-06 legislative session on January 4, 2006. The governor released the 2006-07 budget on January 10, 2006. January 20, 2006, was the last day for any committee to hear and report to the floor bills introduced in that house in the odd-numbered year. February 24, 2006, is the last day to introduce new legislation for the second half of the 2005-06 legislative session.

FISCAL ANALYSIS (AS APPROPRIATE)

The fiscal impact will be noted as appropriate in the legislative summary of each measure.

ATTACHMENT(S)

Attachment 1: Legislative update (3 pages). A last minute memorandum may be submitted with an update on the status of legislation introduced on or before February 24, 2006.

Legislative Update

~~Please include, in each bill's summary, whether the bill will help California comply with federal requirements (as shown below).~~

Bills Related to State Board (SBE) of Education Principles

1. Safeguard the State Board of Education adopted academic content standards as the foundation of California's K-12 educational system; the same standards for all children.

AB 1246 (Wolk)
This bill would authorize the Superintendent of Public Instruction to develop preschool learning standards and develop curriculum guides in preliteracy, prenumeracy, history/social science and science. This bill is sponsored by the Superintendent of Public Instruction. **This measure has become a two-year bill.**

2. Insure that curriculum is rigorous, standards-aligned, and research-based utilizing State Board adopted materials or standards-aligned textbooks in grades 9 to 12, to prepare children for college or the workforce.

AB 607 (Goldberg)
This bill would limit the term of members of the Curriculum Development and Supplemental Materials Commission. This bill would prohibit a person appointed to serve as part of an advisory group to the commission from participating in that advisory group for more than one subject matter adoption. **This bill is awaiting a hearing in the Senate Education Committee.**

SB 696 (Escutia) – Instructional materials.
This bill is the same as SB 657 from last year. SB 657 was vetoed by the Governor. This bill would require the SBE to annually solicit recommendations from school districts of instructional materials for adoption in any subject area in which the Board adopts instructional materials. This bill permits a school district that recommends instructional materials for adoption to use those instructional materials as if the materials were adopted by the SBE, unless the SBE, within 180 calendar days, makes written factual findings that the instructional materials lack specific criteria. In addition, the SBE must decide within one year of the receipt of a school district recommendation whether to adopt the recommended instructional materials. A failure of the State Board to act on the recommendation deems the instructional materials adopted for four years, or until the next regular adoption of materials in that category, whichever comes later.
This measure passed the Senate Floor 23-10 on January 26, 2006, and is awaiting assignment in the Assembly.

3. Insure the availability of State Board of Education adopted instructional materials for Kindergarten and grades 1 to 8 and locally adopted standards-aligned instructional materials in grades 9 to 12.

AB 1548 (Pavley)
This bill would require, by January 1, 2008, that publishers or manufactures make adopted instructional materials available in an electronic file format for use by a pupil who is blind or who has a print disability. Additionally, this bill establishes a pilot program that will allow 12 schools to use instructional materials funding to purchase electronic equipment bundled with standards-based, state-adopted instructional materials. This is an urgency measure. **This bill is awaiting a vote on the Senate Floor.**

4. Support professional development for teachers on the adopted instructional materials that are used in the classroom.

SB 362 (Torlakson)
This bill would establish the Physical Education Professional Development Program, administered by the Superintendent of Public Instruction. Clarifies that a secondary school physical education class is one in which each student is required to actively participate. Deletes the authority for a student to be excused from physical education classes to attend driver's training, and closes a loophole that allows a student who is al least 16 years old and in 11th grade or repeating 10th grade to be permanently excused from physical education courses. **This measure passed the Senate floor 27-10 on January 30, 2006, and is awaiting committee assignment in the Assembly.**

SB 472 (Alquist)
This bill is similar to SB 414 (Alquist) from last year. The Governor vetoed SB 414 due to "drafting errors." This bill would extend the Mathematics and Reading Professional Development Program for teachers from July 1, 2006 to July 1, 2012. This bill is sponsored by the Superintendent of Public Instruction. **This bill is awaiting a committee assignment in the Assembly.**

SB 428 (Scott)
This bill would repeal the CBEST and would charge the California Commission on Teacher Credentialing with establishing standards and procedures for the issuance and renewal of teaching credentials in California. **This measure, which is a two-year bill, is awaiting a hearing in the Assembly Appropriations Committee.**

SB 1190 (Alquist)
This bill would expand the Mathematics and Reading Professional Development Program by including science to the existing teacher professional development program. **This bill is awaiting a hearing in the Senate Education Committee.**

5. Maintain the assessment and accountability system (including STAR, EAP, CAHSEE, and CELDT).

AB 1483 (Arambula)
Requires the development and administration of an English language development assessment in early literacy skills for English learners in kindergarten and grade 1. The bill would require the State Department of Education, in the development of the test for pupils in kindergarten and grade 1, to minimize any additional testing time and to ensure that the test is age and developmentally appropriate. This bill is sponsored by the Superintendent of Public Instruction and would California into alignment with federal requirements. **This measure is awaiting a committee assignment in Senate Rules.**

SB 517 (Romero)
This bill exempts pupils with disabilities who meet certain criteria, from the requirement of passing the California High School Exit Examination (CAHSEE) as a condition of receiving a high school diploma, until December 31, 2006. **This bill was signed by the Governor on January 30, 2006. This was an urgency measure that took effect immediately.**

6. Insure that the California Commission on Teacher Credentialing (CTC) and all teacher training institutes use State Board adopted standards as the basis for determining the subject matter competency of teacher candidates.

SB 1209 (Scott)
This bill will address a number of issues related to teacher credentialing and preparation. **This bill is awaiting a hearing in the Senate Education Committee.**

7. Strengthen coordination between K-12 and higher education.

None at this time.

Other Bills of Interest to the State Board

AB 172 (Chan) Universal Preschool
States the intent of the Legislature to establish and provide a voluntary preschool-for-all system. In addition, AB 172 would require the Superintendent of Public Instruction to prepare a report and submit it to the Legislature before January 1, 2007, regarding the types of preschool programs that receive funding, including data relating to the geographic and income distribution of participants in these programs**.** In addition, the Superintendent shall convene a committee to develop a plan to coordinate the capacity and efficiency of the state system of postsecondary education for the purpose of preparing and training high quality staff in preschool programs. This bill would become operative only if funding is provided for purposes of the bill in a statewide initiative that authorizes universal preschool and is approved by the voters at a statewide election. **This measure has become a two-year bill.**

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: February 28, 2006

TO: **MEMBERS, STATE BOARD OF EDUCATION**

FROM: Andrea Ball, Director, Government Affairs

RE: Item No. 33

SUBJECT: Legislative Update: Including, but not limited to, Information on Legislation from the 2005-06 Legislative Session.

The legislative measures presented include bills that fall under the seven principles adopted by the SBE at the September 2004 Board meeting, as well as legislation that may be of interest to the SBE.

February 24, 2006, was the last day to introduce new legislation for the second half of the 2005-06 legislative session. The state Legislature introduced 1,437 bills between February 21st and February 24th. Approximately 300 bills pertained to education program areas. We will continue to add bills to the update once we have had the opportunity to identify relevant measures. The Legislature begins spring recess upon adjournment on April 6, 2006 and reconvenes on April 17, 2006. April 28, 2006, is the last day for policy committees to hear and report to fiscal committees fiscal bills introduced in their house.

Legislative Update

Bills Related to State Board (SBE) of Education Principles

1. Safeguard the State Board of Education adopted academic content standards as the foundation of California's K-12 educational system; the same standards for all children.

AB 1246 (Wolk)
This bill would authorize the Superintendent of Public Instruction to develop preschool learning standards and develop curriculum guides in preliteracy, prenumeracy, history/social science and science. This bill is sponsored by the Superintendent of Public Instruction. **This measure has become a two-year bill.**

AB 2115 (Goldberg)
This bill would require the State Board of Education to appoint a panel of teachers who teach any subject in any of kindergarten or grades 1 to 12, inclusive, to review and revise the state content standards in English language arts, mathematics, science, and history and social science. In addition it would require the revised content standards to contain no more than 10 standards per subject, per grade level. The bill would require the panel to present the revised content standards to the state board by January 1, 2010, and would require the state board to adopt revised content standards for English language arts, mathematics, science, and history and social science, pursuant to the recommendations of the panel. This bill would require the state board to appoint a new teacher panel as needed in order to review and revise the standards and to present revised content standards to the state board every 10 years. The bill also would express the intent of the Legislature that all 10 of the revised content standards be tested in the standardized tests.
This bill is the vehicle for a legislation currently being discussed by the Assembly Education Committee workgroup on Standards, Accountability and Instruction.

2. Insure that curriculum is rigorous, standards-aligned, and research-based utilizing State Board adopted materials or standards-aligned textbooks in grades 9 to 12, to prepare children for college or the workforce.

AB 607 (Goldberg)
This bill would limit the term of members of the Curriculum Development and Supplemental Materials Commission. This bill would prohibit a person appointed to serve as part of an advisory group to the commission from participating in that advisory group for more than one subject matter adoption. **This bill is awaiting a hearing in the Senate Education Committee.**

AB 2722 (Canciamilla)
This bill would prohibit the State Board from adopting basic instructional materials in language arts or mathematics for the same grade level in successive years. The bill would require the State Board of Education to allow the continued use of certain instructional materials for at least 2 years following the 6th year after those instructional materials are adopted if specified conditions are met. **This bill is awaiting a committee assignment in the Assembly.**

SB 696 (Escutia)
This bill is the same as SB 657 from last year. SB 657 was vetoed by the Governor. This bill would require the SBE to annually solicit recommendations from school districts of instructional materials for adoption in any subject area in which the Board adopts instructional materials. This bill permits a school district that recommends instructional materials for adoption to use those instructional materials as if the materials were adopted by the SBE, unless the SBE, within 180 calendar days, makes written factual findings that the instructional materials lack specific criteria. In addition, the SBE must decide within one year of the receipt of a school district recommendation whether to adopt the recommended instructional materials. A failure of the State Board to act on the recommendation deems the instructional materials adopted for four years, or until the next regular adoption of materials in that category, whichever comes later.
This measure passed the Senate Floor 23-10 on January 26, 2006, and is awaiting assignment in the Assembly.

SB 1653 (Alarcon)
This bill would establish the K-12 Supplemental Instructional Materials Account within the State Treasury to be administered by the State Board of Education. This bill would require that each fiscal year, commencing with the 2006-07 fiscal year, an amount of moneys be transferred from the Proposition 98 Reversion Account to the K-12 Supplemental Instructional Materials Account in the annual Budget Act the bill would require the amount to equal 10% of the unappropriated balance in the Proposition 98 Reversion Account as of the end of the immediately preceding fiscal year or $10 per pupil enrolled in kindergarten and grades 1 to 12, inclusive, adjusted annually for inflation, whichever is higher, to the extent funds are available. This bill would require that the funds in the K-12 Supplemental Instructional Materials Account be used for the necessary supplemental instructional materials. This bill would permit the Legislature to transfer other funds appropriated in compliance with Proposition 98 into the K-12 Supplemental Instructional Materials Account and would also permit the receipt of private donations. **This bill is awaiting a committee assignment in the Senate.**

3. Insure the availability of State Board of Education adopted instructional materials for Kindergarten and grades 1 to 8 and locally adopted standards-aligned instructional materials in grades 9 to 12.

AB 1548 (Pavley)
This bill would require, by January 1, 2008, that publishers or manufactures make adopted instructional materials available in an electronic file format for use by a pupil who is blind or who has a print disability. Additionally, this bill establishes a pilot program that will allow 12 schools to use instructional materials funding to purchase electronic equipment bundled with standards-based, state-adopted instructional materials. This is an urgency measure. **This bill is awaiting a vote on the Senate Floor.**

4. Support professional development for teachers on the adopted instructional materials that are used in the classroom.

SB 362 (Torlakson)
This bill would establish the Physical Education Professional Development Program, administered by the Superintendent of Public Instruction. Clarifies that a secondary school physical education class is one in which each student is required to actively participate. Deletes the authority for a student to be excused from physical education classes to attend driver's training, and closes a loophole that allows a student who is at least 16 years old and in 11th grade or repeating 10th grade to be permanently excused from physical education courses. **This measure passed the Senate floor 27-10 on January 30, 2006, and is awaiting committee assignment in the Assembly.**

SB 472 (Alquist)
This bill is similar to SB 414 (Alquist) from last year. The Governor vetoed SB 414 due to "drafting errors." This bill would extend the Mathematics and Reading Professional Development Program for teachers from July 1, 2006 to July 1, 2012. This bill is sponsored by the Superintendent of Public Instruction. **This bill is awaiting a committee assignment in the Assembly.**

SB 1190 (Alquist)
This bill would expand the Mathematics and Reading Professional Development Program by adding science to the existing teacher professional development program. This bill is sponsored by the Superintendent of Public Instruction. **This bill is awaiting a hearing in the Senate Education Committee.**

AB 2248 (Coto)
This bill would extend Reading First grants for years five and six to local education agencies that have received continuous funding and can demonstrate significant progress. This bill is sponsored by the Superintendent of Public Instruction.
This bill is awaiting a committee assignment in the Assembly.

5. Maintain the assessment and accountability system (including STAR, EAP, CAHSEE, and CELDT).

AB 1483 (Arambula)
Requires the development and administration of an English language development assessment in early literacy skills for English learners in kindergarten and grade 1. The bill would require the State Department of Education, in the development of the test for pupils in kindergarten and grade 1, to minimize any additional testing time and to ensure that the test is age and developmentally appropriate. This bill is sponsored by the Superintendent of Public Instruction and would bring California into alignment with federal requirements. **This measure is awaiting a committee assignment in Senate Rules.**

AB 2117 (Goldberg)
This bill would include, within the listed assessment criteria, assessment of academic proficiency using a primary language assessment instrument under the Standardized Testing and Reporting (STAR) Program, if that assessment instrument is available.
This bill is the vehicle for a legislation currently being discussed by the Assembly Education Committee workgroup on English Language Learners.

AB 2937 (Pavley)
This bill would require the high school exit examination to be offered to any pupil in grade 10, 11, or 12 in June, July, and August of 2006, with not less than one of those dates on a Saturday. This bill would also require that the results of a high school exit examination be provided to pupils who are in grade 12 during calendar year 2006 or 2007, within 14 business days of the examination.
This bill is awaiting a committee assignment in the Assembly.

SB 517 (Romero)
This bill exempts pupils with disabilities who meet certain criteria, from the requirement of passing the California High School Exit Examination (CAHSEE) as a condition of receiving a high school diploma, until December 31, 2006. **This bill was signed by the Governor on January 30, 2006. This was an urgency measure that took effect immediately.**

6. Insure that the California Commission on Teacher Credentialing (CTC) and all teacher training institutes use State Board adopted standards as the basis for determining the subject matter competency of teacher candidates.

SB 428 (Scott)
This bill would repeal the CBEST and would charge the California Commission on Teacher Credentialing with establishing standards and procedures for the issuance and

renewal of teaching credentials in California. **This measure, which is a two-year bill, is awaiting a hearing in the Assembly Appropriations Committee.**

SB 1209 (Scott)
This bill will address a number of issues related to teacher credentialing and preparation. **This bill is awaiting a hearing in the Senate Education Committee.**

7. Strengthen coordination between K-12 and higher education.

None at this time.

Other Bills of Interest to the State Board

AB 172 (Chan) Universal Preschool
States the intent of the Legislature to establish and provide a voluntary preschool-for-all system. In addition, AB 172 would require the Superintendent of Public Instruction to prepare a report and submit it to the Legislature before January 1, 2007, regarding the types of preschool programs that receive funding, including data relating to the geographic and income distribution of participants in these programs**.** In addition, the Superintendent shall convene a committee to develop a plan to coordinate the capacity and efficiency of the state system of postsecondary education for the purpose of preparing and training high quality staff in preschool programs. This bill would become operative only if funding is provided for purposes of the bill in a statewide initiative that authorizes universal preschool and is approved by the voters at a statewide election. **This measure is awaiting a hearing in the Senate Education Committee.**

ITEM # 34

CALIFORNIA STATE BOARD OF EDUCATION

MARCHJANUARY 2006 AGENDA

SUBJECT	
District Assistance and Intervention Team (DAIT): Standards and Criteria to be Applied by a DAIT in Local Educational Agencies in Program Improvement Corrective Action	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed standards and criteria to be applied by a District Assistance and Intervention Team (DAIT) in carrying out its duties, as included in Attachments 1 and 2.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Education Code (EC) Section 52055.57(d)(4) requires that no later than January 31, 2006, the State Superintendent of Public Instruction (SSPI) shall develop, and the SBE shall approve, standards and criteria to be applied by a DAIT in carrying out its duties.

[awk]In October and December 2005, the SBE reviewed information memoranda concerning standards and criteria to be applied by a DAIT in carrying out its duties in Program Improvement (PI) districts and county offices once they reach the cCorrective Aaction stage. The process for developing the standards and criteria was described in the December SBE iteminformation memorandum.

A local educational agency (LEA) in PI, which has failed Adequate Yearly Progress (AYP) for two consecutive years, is subject to corrective action. The assignment of a DAIT is one option, in addition to other sanctions that the SBE must invoke, when PI districts move into corrective action in fall 2007. *EC* Section 52055.57(c) identifies the following sanctions from which the state must select at least one:

> (c) (1) A local educational agency that has been identified for corrective action under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), shall be subject to one or more of the following sanctions as recommended by the Superintendent and approved by the sstate bboard:

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SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION . . . (Cont.)

(A) Replacing local educational agency personnel who are relevant to the failure to make adequate yearly progress.

(B) Removing schools from the jurisdiction of the local educational agency and establishing alternative arrangements for the governance and supervision of those schools.

(C) Appointing, by the s~~s~~tate b~~b~~oard, a receiver or trustee, to administer the affairs of the local educational agency in place of the county superintendent of schools and the governing board.

(D) Abolishing or restructuring the local educational agency.

(E) Authorizing pupils to transfer from a school operated by the local educational agency to a higher performing school operated by another local educational agency, and providing those pupils with transportation to those schools, in conjunction with carrying out not less than one additional action described under this paragraph.

(F) Instituting and fully implementing a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically~~-~~-based research for all relevant ~~staff, that~~staff that offers substantial promise of improving educational achievement for high-priority pupils.

(G) Deferring programmatic funds or reducing administrative funds.

(2) In addition to the sanctions prescribed by paragraph (1), the Superintendent may recommend, and the s~~s~~tate b~~b~~oard may approve, the requirement that a local educational agency contract with a district assistance and intervention team to aid a local educational agency.

As discussed in the October and December 2005 SBE information memoranda, a DAIT is envisioned as being analogous to a School Assistance and Intervention Team (SAIT) in function and role, with the exception that a DAIT focuses on district activities. Accordingly, DAIT providers would investigate and recommend corrective actions for improving teaching and learning through district-level findings, support, and assistance.

SUMMARY OF KEY ISSUES

The standards and criteria to be adopted in ~~January~~March 2006 will govern the work done by, and the qualifications for, DAIT provider organizations. As required by *EC* Section 52055.57(c)(4), the following areas shall all be included in the standards and criteria to be applied in the work of a DAIT:

(A) Governance
(B) Alignment of curriculum, instruction, and assessments to state standards
(C) Fiscal operations

SUMMARY OF KEY ISSUES (Cont.)

(D) Parent and community involvement
(E) Human resources
(F) Data systems and achievement monitoring
(G) Professional development

The recommended standards to guide a DAIT in its work are contained in Attachment 1, *Standards for ~~District Improvement and the Focus of~~ the Work of a District Assistance and Intervention Team*.

The recommended criteria for selecting providers of DAIT are contained in Attachment 2, *Criteria for District Assistance and Intervention Team Providers*.

Attachment 3 is the Executive Summary of *Characteristics of Improved School Districts: Themes from Research*, an analysis conducted by the Washington State Education Agency on more than 80 research reports and articles, which describes the relationship between school district policies and practices and the improvement of student learning. The factors discussed in this analysis align with the proposed DAIT standards and criteria. The full study is available at *http://www.k12.wa.us.research/pubdocs/DistrictImprovementReport.pdf*.

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FISCAL ANALYSIS (AS APPROPRIATE)

Authority will be sought in the 2006-07 Budget Act to support preparatory costs of DAIT providers and services~~,~~ and in 2007-08 for implementation of Corrective Actions.

ATTACHMENT(S)

Attachment 1: Standards for the Work of a District Assistance and Intervention Team

(4~~3~~ Pages)

Attachment 2: Criteria for District Assistance and Intervention Team Providers
(4~~3~~ Pages)

Attachment 3: Shannon, G.S. & Bylsma, P. (2004). *Characteristics of Improved School Districts: Themes from Research.* Office of the Superintendent of Public Instruction. Olympia, WA. (Executive Summary) (9 Pages). This attachment is available via the World Wide Web at http://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf. A copy of the attachment is also available for viewing at the State Board office.

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Standards for the Work of a District Assistance and Intervention Team

A. Governance

1. The local educational agency's (LEA's) vision, mission, values, and priorities are focused on the achievement and needs of all students, especially English ~~L~~language ~~L~~learners and other special needs students.

2. The LEA plan provides a coherent, focused plan and a 'road map' to achievement for all student groups.

3. The LEA's policies, culture, and practices reflect a commitment to implementing systemic reform, innovative leadership, and high expectations to improve student achievement and learning.

4. The LEA plan builds on state requirements and initiatives, and on research-based practices, for improving student achievement and school leadership.

5. The LEA budget allocates aligned resources based on instructional priorities and student achievement needs.

6. The LEA has policies to fully implement the State Board of Education (SBE)-adopted Essential Program Components (EPCs) for Instructional Success. These include evidence of implementation regarding instructional materials, intervention programs, aligned assessments, appropriate use of pacing and instructional time, and alignment of categorical programs and instructional support.

7. The LEA applies student achievement data to establish and communicate instructional priorities and strategies for improved student learning and achievement.

8. The LEA holds teachers, site administrators, and district personnel accountable for student achievement.

9. The LEA policies, practices, and staff demonstrate a commitment to equally serving the needs and interests of all students, parents, and family members.

B. Alignment of Curriculum, Instruction, and Assessments to State Standards

1. The district optimizes all students' opportunities to access appropriate instruction, including underperforming students, students with disabilities, and English ~~L~~language ~~L~~learners.

2. The district has planned and implemented an academic program based upon California content standards, frameworks, and SBE-adopted/aligned

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materials, and articulated to curriculum, instruction, and assessments of the LEA plan.

3. The district provides and fully implements SBE-adopted and standards-based (or aligned for secondary) instructional textbooks and materials for all students, including intervention in reading/language arts and~~,~~ mathematics, and support for students failing to demonstrate proficiency in history, social studies, and science.

4. The district utilizes and interprets data to inform classroom instruction, school site decision-making, and district policies and practices.

5. The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with special instructional needs.

6. The district uses a variety of assessment systems to appropriately place students at grade level, and in intervention and other special support programs.

7. The LEA communicates systematically and clearly with all stakeholders, especially site administrators, teachers, students and parents, about student achievement, academic expectations, and accountability requirements. ~~**The LEA facilitates conversations across grade spans and schools with an expectation that school site leaders, teachers, and other staff are directly involved.**~~

C. Fiscal Operations

1. The LEA has fiscal policies and ~~fiscal policies and expenditures *that give priority to student achievement, instructional goals, and implementation of all EPCs (removed),*~~ a fiscal resource allocation plan that is aligned with measurable student achievement outcomes and instructional goals, including but not limited to, the EPCs.

2. The LEA and school plans align categorical expenditures with achievement and instructional goals.

3. The LEA plan details fiscal plans and expenditures as tied to achievement goals and priorities.

D. Parent and Community Involvement

1. The LEA provides clear, timely, and two-way communications with parents, families, and community members about student achievement, academic and other expectations, accountability requirements, and support for their students' academic success.

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2. The district has implemented family and parent involvement policies and programs at all schools.

3. The district's teachers and parents participate in decisions affecting school and categorical programs.

The district office and all schools provide multiple opportunities for parents and family members to access school programs and staff, receive student and school information and resources, and be a part of decision-making.

4.

E. Human Resources

1. The district recruits, selects, and monitors principals with strong leadership skills, with a priority on placement of strong leaders at underperforming schools.

2. The LEA works with the teachers' association to recruit highly-qualified teachers, and to link evaluations to student success and to effective delivery of curriculum, instruction, and assessment.

3. The LEA provides support systems for teachers, especially for new teachers.

4. The district provides competitive salaries, wages, and benefits to classroom personnel.

5. The district has initiated~~considered~~ incentives to recruit teachers from high achieving schools to teach in underperforming schools within the district.

F. Data Systems and Achievement Monitoring

1. The LEA provides and supports the use of information systems and technology, and provides professional development to site staff on effectively analyzing and applying data to improve student learning and achievement.

2. The district provides an accurate and timely school-level assessment and data system, as needed by teachers for the decision-making and monitoring of instruction.

3. The LEA provides and uses technology to assist with administrative functions that facilitate ~~to allow~~ teachers ~~to~~in focusing on student learning.

4. District and school site staff analyze data from multiple sources, including Academic Performance Index, Adequate Yearly Performance, and student group data, to ensure that all applicable results can be used to improve student learning and achievement.

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G. Professional Development

1. The LEA plan includes budgeted coherent professional development activities that reflect research-based strategies for improved student achievement and a focus on standards-based content knowledge.

2. The LEA provides materials-based professional development, based on data and adoptions in use and focused on improving student achievement.

3. The LEA provides opportunities for professional development in reading/language arts, mathematics, and interventions, through Assembly Bill (AB) 430 (Nava/2005) *Principal Training Program*, AB 466 (Strom-Martin/2001) training for teachers, and other materials~~-~~-based trainings as available.

4. The LEA provides opportunities for teachers to collaborate on the analysis and application of assessment data in improving curriculum, instruction, and student achievement.

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Criteria for
District Assistance and Intervention Team Providers

A. Governance

1. Advanced leadership skills in kindergarten through twelfth grade education, including:

   - Site administrative experience.
   - District-level experience.
   - Effective school management experience and leadership skills in "turning around" underperforming districts and schools.
   - Experience and skills applicable to coaching a superintendent.

2. Strong communications skills, including:

   - Experience communicating effectively with all stakeholders, particularly administrators, community leaders, parents, families, teachers, and students in underperforming districts.

3. Research knowledge and application skills, including:

   - Knowledge of sound research on strategies for improved student achievement, local district governance, and successful systemic reform and evaluation.

4. Substantial experience developing cohesive local educational agency (LEA) plans, which align student achievement priorities with budget allocations.

5. Extensive knowledge of state and federal education laws, including laws~~particularly~~ ~~as~~that ~~they~~ relate to assessment and accountability.

6. Knowledge and experience working within diversi~~ty~~e ~~of~~ school districts and how this variability impacts governance, budgeting, collaborative relationships, and community relations.

B. Alignment of Curriculum, Instruction, and Assessments to State Standards

1. Knowledge and experience with curriculum, instruction, and assessment, including:

   - Knowledge of State Board of Education (SBE)-adopted and aligned

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academic content standards and frameworks.

- Experience in implementing SBE-adopted and standards-aligned texts in California kindergarten through twelfth grade public school classrooms.

- Experience in effective teaching of standards-based reading, writing, language arts, and mathematics for students by grade span.

- Knowledge and use of student achievement monitoring systems, including Student Testing and Reporting (STAR) assessments; curriculum-embedded assessments; standardized, criterion-referenced and other assessments; and application of assessment tools to improve achievement.

- Knowledge of criteria for accelerated mathematics interventions and SBE-adopted reading intervention programs for underperforming schools and students.

2. Knowledge of instructional programs and achievement strategies for underperforming and language minority students, including:

- Knowledge and experience with effective strategies and materials to help English ~~L~~language ~~L~~learners acquire full academic proficiency in English and meet grade-level standards in the context of state requirements.

- Knowledge and experience in successful instruction of special education students.

3. Experience in applying Essential Program Components at the school level to improve achievement.

4. Knowledge and skills in education research, particularly pertaining to:

- Evaluation and research-based reform strategies.

C. Fiscal Operations

1. Experience in maximizing fiscal resources from general and categorical sources to accelerate the academic achievement of underperforming students.

2. Knowledge and experience in creating district and school budgets~~,~~ aligned with LEA and school improvement plans, which support academic achievement of underperforming students.

3. Knowledge of the collective bargaining process and of the impact of salary

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and benefits on budgeting processes.

D. Parent and Community Involvement

1. Strong communications skills, including:

   - Experience communicating effectively with parents, students, families, and community leaders in underperforming districts.

2. Knowledge of parent and family involvement programs and strategies at district and school levels.

E. Human Resources

1. Human resources knowledge, including:

   - Experience in maximizing and improving human resources at all district and school levels to accelerate the academic achievement of underperforming students.

   - Negotiation skills~~,~~ and experience with collective bargaining agents.

2. Knowledge of California's teacher credential requirements, including alternative approaches to meeting federal requirements ~~as~~for a "H~~h~~ighly Q~~q~~ualified T~~t~~eacher.~~".~~

3. Knowledge of California's school administrator credential requirements and of ~~the~~ districts' contractual practices for ~~district~~ hiring and retention of school administrators.

F. Data Systems and Achievement Monitoring

1. ~~-~~Experience in planning and utilizing student assessment data to monitor achievement and modify student instruction and learning, including:

   - Knowledge of various student achievement monitoring systems, such as curriculum embedded assessments, district and state assessments, and early and intermediate methods of assessment.

2. Experience in providing technical support to districts and school sites in analyzing and applying evidence from student assessment data to improve instruction and student achievement.~~.~~

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G. Professional Development

1. Expertise and skills in:

   - Professional development that addresses standards-based instruction focused on SBE-adopted (kindergarten through eighth grade) and standards-aligned (ninth through twelfth grade) instructional materials in use at a school.

   - Content of Assembly Bill (AB) 466 (Strom-Martin/2001) *Mathematics and Reading Professional Development Program* and AB 430 (Nava/2005) *Principal Training Program*.

   - Professional development that supports the analysis and application of data to improve student achievement.

   - Development of leadership skills in teachers~~, school site,~~ and school and district administrators.

2. Coaching skills applicable to providing support for teachers, principals, district administrative staff, and ~~a~~ superintendents.

3. Knowledge of research on effective professional development strategies.

~~Standards for the Work of a District Assistance and Intervention Team~~

~~A.Governance~~

~~1.The local educational agency's (LEA's) vision, mission, values, and priorities are focused on the achievement and needs of all students, especially English Language Learners and other special needs students.~~

~~2.The LEA plan provides a coherent, focused plan and a 'road map' to achievement for all student groups.~~

~~3.The LEA's policies, culture, and practices reflect a commitment to implementing systemic reform, innovative leadership, and high expectations to improve student achievement and learning.~~

~~4.The LEA plan builds on state requirements and initiatives, and on research-based practices, for improving student achievement and school leadership.~~

~~5.The LEA budget allocates aligned resources based on instructional priorities and student achievement needs.~~

~~The LEA has a balanced, comprehensive academic program in English/language arts, math, science and history/social science.~~

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~~6.The LEA has policies to fully implement the State Board of Education (SBE)-adopted Essential Program Components (EPCs) for Instructional Success. These include evidence of implementation regarding instructional materials, intervention programs, aligned assessments, appropriate use of pacing and instructional time, and alignment of categorical programs and instructional support.~~

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~~7.The LEA applies student achievement data to establish and communicate instructional priorities and strategies for improved student learning and achievement.~~

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~~8.The LEA holds teachers, site administrators, and district personnel accountable for student achievement.~~

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~~9.The LEA policies, practices, and staff demonstrate a commitment to equally serving the needs and interests of all students, parents, and family members.~~

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~~B.Alignment of Curriculum, Instruction, and Assessments to State Standards~~

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~~1.The district optimizes all students' opportunities to access appropriate instruction, including underperforming students, students with disabilities and English Llanguage Learnerslearners.~~

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~~2.The district has planned and implemented an academic program based upon California content standards, frameworks, and SBE-adopted/aligned materials, which are reflected in the and articulated to curriculum, instruction, and assessments of the LEA plan.~~

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~~3.The district provides and fully implements, from the beginning of the school year, SBE-adopted and standards-based (or aligned for secondary) instructional textbooks and materials for all students, including intervention in reading/language arts,, and math, and support for students failing to demonstrate proficiency in history, /social studies, and science.~~

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~~4.The district utilizes and interprets data to inform classroom instruction, school site decision-making, and district policies and practices.~~

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~~5.The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with special instructional needs.~~

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~~6.The district uses a variety of assessment systems to appropriately place students at grade level, and in intervention and other special support programs.~~

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~~7.The LEA communicates systematically and clearly with all stakeholders, especially principals, assistant principals, teachers, students and parents, about student achievement, academic expectations, and accountability requirements. The LEA administration facilitates conversations across grade spans and schools with an expectation that school site leaders, teachers and other staff are directly involved.~~

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~~C.Fiscal Operations~~

~~1.The LEA has fiscal policies and a~~expenditures that give priority to student ~~achievement, instructional goals, and implementation of all EPCs.~~ fiscal resource ~~allocation plan that is aligned with measurable student achievement outcomes and instructional goals including, but not limited to the EPCs.~~

~~2.The LEA and school plans align categorical expenditures with achievement and instructional goals.~~

~~3.The LEA plan details fiscal plans and expenditures as tied to achievement goals and priorities.~~

~~D.Parent and Community Involvement~~

~~1.The LEA provides clear, timely, and two-way communications with parents, families, and community members about student achievement, academic and other expectations, accountability requirements, and support for their students' academic success.~~

~~2.The district has family and parent involvement~~ policies and ~~programs at all schools.~~

~~3.The district's teachers and parents participate in decisions affecting school and categorical programs.~~

~~4.The district office and all schools provide multiple opportunities for parents and family members to access school programs and staff, receive student and school information and resources, and be a part of decision-making.~~

~~E.Human Resources~~

~~1.The district recruits, selects, and monitors principals with strong leadership skills, with a priority on placement~~ and retention ~~of strong leaders at underperforming schools.~~

~~The district recruits highly-qualified teachers, adopts policies to support their retention and places a priority on assigning the most highly qualified teachers to underperforming schools.~~

~~2.The LEA works with the teachers' association to recruit highly-qualified teachers, and to link~~ teacher ~~evaluations to student success and to effective delivery of curriculum, instruction, and assessment.~~

~~3.The LEA provides support systems for teachers, especially for new teachers.~~

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4.The district provides competitive salaries, wages, and benefits to classroom personnel.

The district has considered incentives (i.e. bonuses, stipends, professional development days, etc.) to recruit teachers from high achieving schools to teach for underperforming schools within the district (for instance, part time, during the summer or after school with students or teachers).

F.Data Systems and Achievement Monitoring

1.The LEA provides and supports the use of information systems and technology, and provides professional development to site staff on effectively analyzing and applying data to improve student learning and achievement.

2.The district provides an accurate and timely school level assessment and data system, as needed by teachers for the decision-making and monitoring of instruction.

The LEA provides and utilizes technology to assist with administrative functions to allow teachers to focus on student learning.

District and school site staff analyze data from multiple sources, including API, AYP and subgroup performance data, to ensure that all applicable results can be used to improve student learning and achievement.

G.Professional Development

1.The LEA plan includes budgeted coherent professional development activities that reflect research-based strategies for improved student achievement and a focus on standards-based content knowledge and effective teaching and learning strategies..

The LEA provides materials-based training and professional development, including coaches and content experts, where appropriate. The training is based on student needs as determined by student outcomes data and incorporates the K-8 adopted instructional materials and/or secondary standards-aligned materials as appropriate to improve the focus on student achievementThe LEA provides opportunities for teachers to collaborate on the analysis and improvement of curriculum, instruction, and use of assessment data.

2.The LEA provides materials-based professional development, The LEA provides opportunities for professional development in reading/language arts, math, and interventions, through Assembly Bill (AB) 430 (Nava/2005) *Principal Training Program*, AB 466 (Strom-Martin/2001) training for teachers, and other materials-based trainings as available. based on data and adoptions in use focused on improving student achievement.

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~~3.The LEA provides opportunities for professional development in reading/language arts, math, and interventions, through Assembly Bill (AB) 430 (Nava/2005) *Principal Training Program*, AB 466 (Strom-Martin/2001) training for teachers, and other materials based trainings as available. The LEA provides opportunities for teachers to collaborate on the analysis and application of assessment data in improving curriculum, instruction and student achievement.~~

~~4.The LEA provides opportunities for teachers to collaborate on the analysis and improvement of curriculum, instruction, and use of assessment data.~~

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Criteria for
District Assistance and Intervention Team Providers

A.Governance

1.Advanced leadership skills in kindergarten through twelfth grade education, including:

•Site administrative experience.

•District level experience.

•Effective school management experience and leadership skills in "turning around" underperforming districts and schools.

•Experience and skills applicable to coaching a superintendent.

2.Strong communications skills, including:

•Experience communicating effectively with all stakeholders, particularly school board members, administrators, community leaders, parents, families, teachers, and students ofin underperforming school districts.

3.Research knowledge and application skills, including:

•Knowledge of sound research on strategies for improved student achievement, local district governance,, and successful implementation of systemic reform and evaluation.

4. Substantial experience developing cohesive local educational agency (LEA) plans, which align student achievement priorities with budget allocations.

Extensive knowledge of state and federal education laws particularly as they relate to assessment, and accountability and local district governance.

Knowledge and experience working with a diversity of school districts and how this variability impacts governance, budgeting, collaborative relationships and community relations.

B.Alignment of Curriculum, Instruction, and Assessments to State Standards

1.Knowledge and experience with curriculum, instruction, and assessment, including:

Knowledge of State Board of Education (SBE)-adopted and aligned academic content standards and frameworks.

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-Experience in implementing SBE-adopted and standards-aligned texts in California kindergarten through twelfth grade public school classrooms.

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-Experience in effective teaching of standards-based reading, writing, language arts, and mathematics for students by grade span.

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-Knowledge and use of student achievement monitoring systems, including Student Testing and Reporting (STAR) assessments; curriculum-embedded assessments; standardized, criterion-referenced and other assessments; and application of assessment tools to improve achievement.

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-Knowledge of criteria for accelerated mathematics interventions and SBE-adopted reading intervention programs for underperforming schools and students.

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2.Knowledge of instructional programs and achievement strategies for underperforming students and language minority students English language learners, including:

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-Knowledge and experience with effective strategies and materials to help English Language Learners acquire full academic proficiency in English and meet grade-level standards in the context of state requirements.

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-Knowledge and experience in successful instruction of special education students.

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3.Experience in applying Essential Program Components at the school level to improve achievement.

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4.Knowledge and skills in education research, particularly pertaining to:

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•Evaluation and research-based reform strategies.

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C.Fiscal Operations

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1.Experience in maximizing fiscal resources to accelerate the academic achievement of underperforming students.

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Knowledge and experience in how local budgets are developed including but not limited to local, state and federal funding sources and obligations.

Knowledge of the collective bargaining process and the impact of salaries and benefits on budgeting and knowledge of the requirements associated with various categorical programs.

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Knowledge and experience in creating district and school budgets,budgets and in aligning aligned with LEA and school improvement budgets and plans, thatwhich support academic achievement of underperforming students.

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~~Knowledge and experience in the budgetary requirements of various categorical programs.~~

~~Knowledge of the collective bargaining process, and of the impact of salaries and benefits on budgeting processes.~~

~~*Knowledge of the collective bargaining process and the impact of salaries and benefits on budgeting and knowledge of the requirements associated with various categorical programs.*~~

~~D.Parent and Community Involvement~~

~~1.Strong communications skills, including:~~

~~•Experience communicating effectively with parents, students, families, and community leaders in underperforming districts.~~

~~2.Knowledge of parent and family involvement programs and strategies at district and school levels.~~

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E.Human Resources

Human resources knowledge, including::

Experience in maximizing and improving human resources at all district and school levels to accelerate the academic achievement of underperforming students.

Negotiation skills, and experience with collective bargaining agents.

Knowledge of California's teacher credential requirements and attainment processes, and of the requirements for a "Highly Qualified Teacher" as defined under NCLB.

Knowledge of California's credential requirements for school administrators and knowledge of the contractual process used by districts in the hiring and retention of school site principals and assistant principals.

F.Data Systems and Achievement Monitoring

1. Experience in planning and utilizing student assessment data to monitor achievement and modify student instruction and learning, including:

Knowledge of various student achievement monitoring systems, such as curriculum embedded assessments, district and state assessments, and early and intermediate methods of assessment.Knowledge of various student achievement monitoring systems, such as curriculum embedded assessments, district and state assessments, and early and intermediate methods of assessment.

Extensive knowledge regarding AYP and API accountability systems and how to analyze district and school site date to improve instruction and student achievement.

Experience in providing technical support to districts and school sites in analyzing and applying student assessment data to improve instruction and student achievement.

G.Professional Development

1.Expertise and skills in:

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~~Professional development that addresses standards-based instruction focused on SBE-adopted (kindergarten through eighth grade) or~~and ~~standards-aligned (ninth~~ grade ~~through twelfth grade) instructional materials in use at a school~~.

~~Content of Assembly Bill (AB) 466 (Strom-Martin/2001) *Mathematics and Reading Professional Development Program* and AB 430 (Nava/2005) *Principal Training Program*.~~

~~Professional development that supports the analysis and application of data to improve student achievement.~~

~~Development of leadership skills in teachers, school site and district administrators.~~

~~Coaching skills applicable to providing support for teachers, principals, district administrative staff, and a superintendents~~.

~~Knowledge of research on effective professional development strategies~~, ~~including the development of leadership skills~~.

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Characteristics of Improved School Districts

Themes from Research

Dr. Terry Bergeson
State Superintendent of
Public Instruction

October 2004

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Characteristics of Improved School Districts
Themes from Reseach

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October 2004

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Acknowledgements

The authors would like to acknowledge the contributions of Kathy Budge and Bill Keim at Educational Service District 113 in Olympia, Mike Knapp at the University of Washington in Seattle, Gretta Merwin at the Ellensburg School District, Jill Jacoby at the Washington Association of School Administrators, and Cathy Fromme and Rob MacGregor at OSPI for their insights about effective districts and valuable comments when reviewing drafts of this document. In addition, Sue Cohn and Sandi McCord provided helpful advice on this project, and Adrienne Gardner provided technical support in preparing the document for publication.

Suggested Citation

Shannon, G.S. & Bylsma, P. (2004). *Characteristics of Improved School Districts: Themes from Research*. Office of Superintendent of Public Instruction. Olympia, WA.

EXECUTIVE SUMMARY

Many studies have documented the characteristics of improved schools, but relatively little is known about districts that have shown significant improvement. Research on school districts has been conducted largely within the past 10–15 years and is primarily descriptive based on case studies. To provide a better understanding of improved school districts and their characteristics and actions, the Research and Evaluation Office at the Office of Superintendent of Public Instruction collected and analyzed more than 80 research reports and articles.

The studies shed light on the relationship between school district policy, programs, and practices and the improvement of student learning. The studies focused primarily on districts that have shown improvement at the elementary level, and all the schools in the districts may not be high performing. In most districts, secondary schools (especially high schools) continue to present challenges. Moreover, these reports provide examples of school districts that are making substantial progress in improving student learning at one point in time. Because school districts are complex systems within the contexts of states and communities, the strategies discussed in these studies may not be applicable in other settings. Therefore, they should not be considered prescriptions to follow but rather ideas to consider.

An analysis of the studies identified 13 common themes, which have been clustered into four broad categories: *Effective Leadership, Quality Teaching and Learning, Support for Systemwide Improvement,* and *Clear and Collaborative Relationships*. The themes should be viewed as integrated and interrelated—they are important to district effectiveness but not sufficient in isolation. Although they are treated discretely in the synthesis of research, they are connected, impact one another, and infuse the organization. A conceptual framework illustrates the relationships among these 13 themes and four categories.

Each of the themes is briefly defined and described below. Following the definitions and descriptions for each, several questions are posed to help districts and schools reflect on how a district is implementing educational reform. The body of this document provides examples from the research in order to discuss each theme in more detail. A matrix in Appendix B shows the extent to which the common themes are included in 23 of selected studies.

EFFECTIVE LEADERSHIP

Effective leadership that focuses on all students learning is at the core of improved school districts. Leadership is committed, persistent, proactive, and distributed through the system. The two themes *focus on all students learning* and *dynamic and distributed leadership* are at the center in the conceptual model to illustrate their importance throughout the system as they connect and inform personnel, policy, programs, and practices in the district. A third theme—*sustained improvement over time*—indicates the forward and upward direction the district must take to have all students meet high expectations. These three themes are defined below.

Focus on All Students Learning

Improved districts focus on student learning and embrace the twin goals of excellence and equity—high expectations for all students. Student learning is the concern and responsibility of everyone. Districts reflect shared beliefs and values, have clear and meaningful goals, and a clear vision of change. Districts focus on their student learning goals, build consensus, and remove distractions and competing programs that may interfere with reaching the goals.

- *How does a district develop and share its focus on improving student learning?*
- *How does a district know that its focus and mission are shared?*

Dynamic and Distributed Leadership

Leaders in improved school districts are described as dynamic, united in purpose, involved, visible in schools, and interested in instruction. Leaders provide encouragement, recognition, and support for improving student learning. Instructional leadership is expanded to encompass the superintendent, principals, teacher leaders, and other administrators at district and school levels. The ethical and moral nature of effective leadership is demonstrated when leaders move beyond talking about the belief that students can learn to taking concrete action to change instruction so students do learn.

- *What is the central focus of senior administrators and other leaders in the district?*
- *How do leaders demonstrate their commitment to student learning and improved instruction?*
- *How do leaders create political will and moral responsibility in districts and communities to take the actions necessary to provide equity and excellence in learning for all students?*

Sustained Improvement Efforts Over Time

Improved districts sustain engagement in educational reform over time; district commitment to improvement efforts helps staff internalize the changes. District stability helps schools "stay the course" of school improvement, to persevere and persist. Change is seen as a long-term multi-stage process to attain high standards for all students.

- *How does the district communicate its commitment to school improvement?*
- *How does the district demonstrate persistent and continuous improvement?*
- *How does the district maintain stability of leadership, vision, and concerted improvement efforts in a climate of political and social change?*

QUALITY TEACHING AND LEARNING

The focus on all students learning to high standards requires quality teaching and learning. Thus, improved districts need to have *high expectations and accountability for adults* in the system. District leadership *coordinates and aligns curriculum and assessment* and ensures alignment with state and district learning standards. In addition, *coordinated and embedded professional development* is provided continually to prepare teachers to meet high expectations for their performance. These three characteristics help ensure that *quality classroom instruction* takes place, and districts help schools develop a shared understanding of good instruction. These themes, which are defined below, lead to improved student learning.

High Expectations and Accountability for Adults

Improved districts hold all adults in the system accountable for student learning, beginning with the superintendent, senior staff, and principals. The districts have clear expectations for instruction and apply consistent pressure on schools for improved outcomes for students. The superintendent expects excellence by all, monitors performance, and provides feedback. High expectations influence hiring decisions and prompt districts and schools to address issues regarding ineffective teachers.

- *How does the district communicate high expectations for adult performance?*
- *What processes are used in the district for accountability and to provide feedback to staff?*
- *How does the district monitor reform and change to maintain pressure for improved learning?*

Coordinated and Aligned Curriculum and Assessment

In improved districts, curriculum is aligned with standards, assessment, and policies. The districts have a centralized and coordinated approach to curriculum, which is adopted district-wide. Some districts use multiple measures to assess learning.

- *Are district learning standards aligned with state standards and assessments?*
- *Are district policies aligned with curriculum and assessment?*
- *What are district processes for coordinating curriculum district-wide?*

Coordinated and Embedded Professional Development

Improved districts are providers or brokers of high quality professional development programs that are intensive, ongoing, focused on classroom practice, and include on-site coaching. Districts focus their support for professional development based on the teaching and learning needs of the school. Professional learning communities are developed and supported to build teacher knowledge and skills and to change instruction across the system. Central offices also develop as professional learning communities.

- *How does the district build capacity in the district and the school to improve instruction and student learning?*
- *How does the district reflect research-based professional development practices?*
- *How does the district ensure coherence across professional development, policies, and teaching and learning practices?*

Quality Classroom Instruction

Improved districts pay close attention to classroom practice and provide guidance and oversight for improving teaching and learning. Districts emphasize principles of good instruction and communicate clear expectations for what to teach. Districts develop a common vision and understanding of quality teaching and learning. They monitor instruction, curriculum, and changes in instructional practice. Their guidance and improvement efforts require actions such as systemwide approval, interventions and corrective instruction, tutoring, and alignment.

- *What is the district-wide vision for "good" instruction?*
- *How do teachers develop the knowledge and skills described by the vision?*
- *How are principles of learning implemented in classrooms?*
- *What guidance for instruction does the district provide to schools?*

SUPPORT FOR SYSTEMWIDE IMPROVEMENT

Improved districts serve and support student learning by *using data effectively, strategically allocating resources,* and ensuring *policy and program coherence*. The themes of support affect all parts of the organization; in improving districts, they clearly support the central focus on student learning. Leadership uses data to make decisions regarding instruction and equitable resource allocation. Improved districts also develop and revise policies and programs to ensure coherence with the central focus on all students learning and to support quality teaching and learning. These three themes are defined below.

Effective Use of Data

Improved districts use data as evidence to monitor results, for making instructional and resource allocation decisions, and for accountability. District staff provides time and training in the use of data and helps schools in gathering and interpreting data. The evidence is used to monitor equity, make decisions about alignment, and target professional development efforts.

- *How does the district make data available for use in schools?*
- *How are school leaders trained to use multiple measures and analyze data?*
- *How does the district support classroom teachers' use of data in making instructional decisions about individual students?*

Strategic Allocation of Resources

Improved districts provide, allocate, reallocate, and find resources to ensure quality instruction. Districts provide additional resources—financial as well as human and social capital—to support low performers. Districts give schools some autonomy over staffing, schedules, and budgets within parameters that establish their roles and responsibilities.

- *How do resource allocations reflect district policies?*
- *How are human, social, physical, and financial resources developed, managed, and allocated across the district?*
- *How does the district determine the adequacy of resources needed and provided to improve student learning?*
- *How does the district ensure equity in allocating resources to close the achievement gap?*

Policy and Program Coherence

Improved districts develop and implement policies and strategies that promote equity and excellence, and they review and revise those policies and strategies to ensure coherence among programs and practices linked to district goals. Student learning is central to roles, budget, operating procedures, and personnel practices—all are redefined as needed. All district systems are explicitly included in reinforcing common goals and efforts to attain the goals. The central office monitors coherence of actions and programs to the focus and vision of the district.

- *How does the district ensure coherence in policy across district programs and operations?*
- *How does district policy reflect the goals of equitable and excellent learning?*
- *How do operational systems in the district reinforce learning goals?*

CLEAR AND COLLABORATIVE RELATIONSHIPS

Improved school districts have relationships that are collaborative and reflect the needs and strengths of the district, schools, and community stakeholders. Educators in the system develop and nurture a *professional culture and collaborative relationships*. Improved districts also develop a *clear understanding of district and school roles and responsibilities*. Finally, these districts *interpret and manage the external environment* to invite stakeholder participation as well as to buffer the classrooms from disruption and distractions. These last three themes are defined below.

Professional Culture and Collaborative Relationships

Improved districts build a culture of commitment, collegiality, mutual respect, and stability. Professional norms include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system. Districts support

school communities of practice and also develop central offices as professional learning communities.

- *How is the district building a professional culture that supports high standards for students and adults in the system?*
- *How does the district build trust, mutual respect, and competence among stakeholders in the system?*
- *How does the district provide opportunities for peer support and collaboration and develop professional learning communities?*

Clear Understanding of School and District Roles and Responsibilities

Improved districts set expectations, decentralize responsibility and support to schools, and serve as change agents enabling schools to improve. Districts restructure central offices to support learning, serve critical roles as mentors, and help seek solutions. Districts balance district authority and school autonomy; they simultaneously empower and control. The central office has responsibility for defining goals and standards; schools have latitude in the use of resources and influence over issues important to school staff.

- *How does the district balance district authority and school autonomy?*
- *What are district responsibilities and prerogatives and how are they determined?*
- *What are parameters for school-level decision making and how are they determined?*
- *How are different roles for central office and schools developed, communicated, and monitored?*

Interpreting and Managing the External Environment

Improved districts access, analyze, interpret, and mediate state and federal policy with local policy. Districts buffer schools against external disturbances and distractions, mobilize and manage community and business support, and involve family and community as partners.

- *How does the district interpret state and federal policy to schools and assist with implementation?*
- *How does the district enlist the involvement and support of all stakeholders including staff members, union leadership, business leaders, families and community in implementing reform initiatives?*
- *How does district mobilize community support?*
- *How does the district involve family and community in school district affairs?*
- *How does the district balance the need to buffer schools from external distractions while opening schools for family and community involvement?*

CHAPTER 1
INTRODUCTION

The challenges of meeting the requirements of the federal No Child Left Behind (NCLB) Act and closing the achievement gap require rethinking the roles, responsibilities, and relationships within school districts and among schools within a district. School districts need effective and rigorous strategies to achieve the goals of excellence and equity—high expectations for all students. The *Nine Characteristics of High Performing Schools*, based on the research of effective schools and school improvement, have provided a sound foundation for improving schools and increasing the achievement of all students (Shannon & Bylsma, 2003). To "scale up" educational reform, however, system-wide changes must be made.

In recent years educators and researchers have begun to examine school districts as the unit of analysis and change. Districts are seen as "potent sites and sources of educational reform" (Hightower et al., 2003, p. 1). Research has been conducted in a number of districts across the nation where student achievement, in elementary schools at least, is increasing in an effort to identify policies, programs, and practices that appear to benefit students.

A number of common themes emerge from the review and synthesis of this research literature that has looked at school systems over the past 10–15 years. We reviewed more than 80 reports and articles, and 23 were ultimately analyzed in more detail to identify their common themes. These studies are largely descriptive and based on case studies. The research has not demonstrated causal links between specific strategies and student test scores. Certainly, more research is required to determine more definitively the characteristics of effective districts. However, the studies are useful because they shed light on systems and operations in improved districts and suggest strategies that seem to produce better student learning outcomes.

These reports provide examples of school districts that are making substantial progress in improving student learning at one point in time; local conditions often change quickly and reforms may be adversely affected. The study districts do not claim to have all of the answers for improving student achievement across all grade levels and among all groups of students. The studies focused primarily on districts that have shown improvement at the elementary level, and all the schools in the districts may not be high performing. In most districts, secondary schools (especially high schools) continue to present challenges. Because school districts are complex systems within the contexts of states and communities, the strategies discussed in these studies may not be applicable in other settings. Therefore, they should not be considered prescriptions to follow but rather ideas to consider.

Although the themes differ depending upon the context, they can help educators better understand effective school systems. The themes are interrelated and mutually reinforcing. Moreover, no one characteristic is sufficient by itself to improve student learning and close academic achievement gaps. Although there may be some benefit

to districts and schools if a few themes are implemented, there is considerably more power when they are implemented together. Therefore, districts need to pay attention to all aspects of the organization.

This document has been prepared to help educators and other school district stakeholders build a common understanding about school districts as the focus of analysis and improvement. The conceptual framework described below organizes the themes and their relationships. The report can help school districts review and revise their current policies, programs, and practices to strengthen their efforts to improve student learning.

The report does not suggest a formula for school districts to adopt. Each district is at its own point in its journey of educational reform. In addition, each district has its unique geographical location, demographic characteristics, history, and other features such as personnel and programs. Thus, there is no single path to follow to achieve an equitable and excellent education for all students. Nevertheless, understanding and discussing the themes can be a starting point for districts that are committed to continuous improvement of student learning. This report can also be used by districts that have not made Adequate Yearly Progress (AYP) as required by NCLB. Districts in Washington state that have not made AYP in two consecutive years in the same content area and grade level are required to develop and implement a district improvement plan.

Emerging Themes

Thirteen common themes surfaced across the research studies. Each theme is noted below and discussed in this document. Although the studies we examined may describe the themes somewhat differently, the terms selected for use in this document are found frequently in the studies. The themes are grouped into four categories for presentation. Conceptually some themes, such as leadership, are threaded throughout others. Although the themes are closely connected, they are presented here in somewhat discrete fashion.

The themes are grouped into four general categories: (1) *Effective Leadership,* (2) *Quality Teaching and Learning,* (3) *Support for Systemwide Improvement*, and (4) *Clear and Collaborative Relationships*. A conceptual framework shown and described below represents the themes and categories and the relationships among them. The themes in each category are as follows:

Effective Leadership

- Focus on all students learning
- Dynamic and distributed leadership
- Sustained improvement efforts over time

Quality Teaching and Learning

- High expectations and accountability for adults
- Coordinated and aligned curriculum and assessment
- Coordinated and embedded professional development
- Quality classroom instruction

Support for Systemwide Improvement

- Effective use of data
- Strategic allocation of resources
- Policy and program coherence

Clear and Collaborative Relationships

- Professional culture and collaborative relationships
- Clear understanding of school and district roles and responsibilities
- Interpreting and managing the external environment

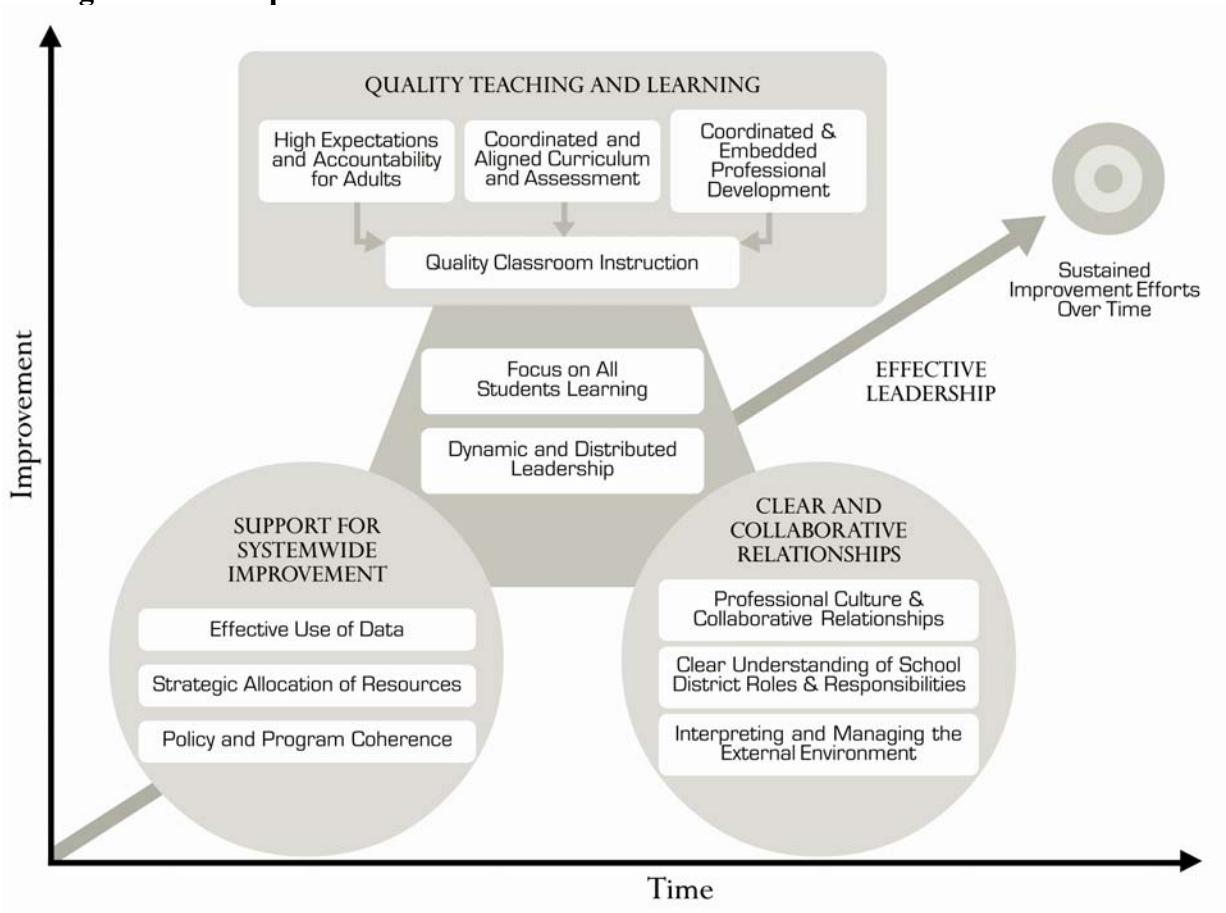
Conceptual Framework

We have developed a conceptual framework to illustrate the relationships and interactions of the 13 themes within the four categories (see Figure 1). The oval at the top represents the central focus on *quality teaching and learning.* The goal is to provide quality classroom instruction where student learning occurs. Supporting the oval are two circles: *support for systemwide improvement* and *clear and collaborative relationships*. These two circles act as wheels that provide support as well as traction as the model moves through time. The themes in the *effective leadership* category are in the middle because they are central to the model and connect all the themes to one another. Thus each part of the model is connected to the others in an integrated whole. The model is framed by a vertical axis representing improvement and a horizontal axis representing time. The model depicts a district moving continually onward and upward, improving over time and leading to better student outcomes.

A different metaphor could be used to illustrate the model—that of a symphonic orchestra. Knowledgeable and skilled musicians focus on a common purpose (working together to produce beautiful music) under the leadership of a master conductor who provides vision, unites and blends diverse members, monitors performance, ensures coherence, and inspires members to do their best on a stage in front of the community.

Hence, the themes are integrated and interrelated—they are important to district effectiveness but not sufficient in isolation. Although they are treated discretely in the synthesis of research, they are connected, impact one another, and infuse the organization. Certainly, improved districts have all of the 13 themes in place to some degree.

Figure 1: Conceptual Framework



Methodology

Although the framework of the *Nine Characteristics of High Performing Schools* (Shannon & Bylsma, 2003) reflects most of the themes identified in this analysis, there are substantial differences in the roles and responsibilities of school districts and those of individual schools. These differences are legal, contractual, structural, and historical; differences also arise from the contexts of schools as they are "nested" within specific school districts and communities. Hence, rather than use the Nine Characteristics as a starting point, we analyzed the studies with a "blank slate" to see what themes would emerge.

An iterative process was used to identify and synthesize the research literature on improved school districts. Initially, more than 80 research reports and articles were compiled and their content analyzed. From these studies, a representative set of core studies was analyzed to determine the themes that emerged most consistently. To ensure a broad but relatively balanced set of studies, we placed an emphasis on analyzing studies that

- Focused on districts rather than schools;
- Are relatively recent, generally conducted in the past 10-15 years; and
- Investigated multiple districts.

The same districts (e.g., New York City District #2, San Diego) are often the subject of different studies. Hence, we limited the number of studies we analyzed that looked at the same districts in order to reduce the influence of just a few districts on the analysis. Of course, some studies kept district identities confidential, so some of the same districts may be represented several times. Only one literature review was included in this core set of reports.

After the core set studies were analyzed, the themes of each were plotted on a matrix to determine how consistently they appeared across all the studies. To confirm the list of themes, other studies were added to the matrix, although the selection criteria were relaxed somewhat. For example, some studies of single districts were included. A total of 23 studies were plotted. The final step was to develop the conceptual framework to organize the themes and to illustrate the relationships among them.

Contents of This Document

The themes discussed in this document are defined using the concepts that emerged from the studies. Each theme is discussed using relevant details from selected studies that develop and help explain the concepts. Reflective questions are provided to assist district stakeholders in analyzing their own organizations. Each section concludes with a list of sources cited in the discussion.

The chapters of this report are organized by category and briefly explain each of the themes found in the research literature.

- Chapter Two examines the three Effective Leadership themes.
- Chapter Three examines the four Quality Teaching and Learning themes.
- Chapter Four examines the three Support for Systemwide Improvement themes.
- Chapter Five examines the remaining three themes in the Clear and Collaborative Relationships category.
- Chapter Six provides a summary and discusses implications for educators.

The bibliography following Chapter 6 lists all the studies examined when preparing this document. Appendix A provides more information about the methodology. Appendix B shows a matrix for both the core and confirming studies. Appendix C provides an annotated bibliography of 10 studies we selected to help introduce readers to the various themes found among improved school districts.

Additional Resources

This document does not suggest a process for district leaders to use in their improvement efforts. A number of resources are available to provide districts and leaders some guidance, however. A few of these resources are listed below:

- *School System Improvement Resource Guide* (Office of Superintendent of Public Instruction and Washington Association of School Administrators).

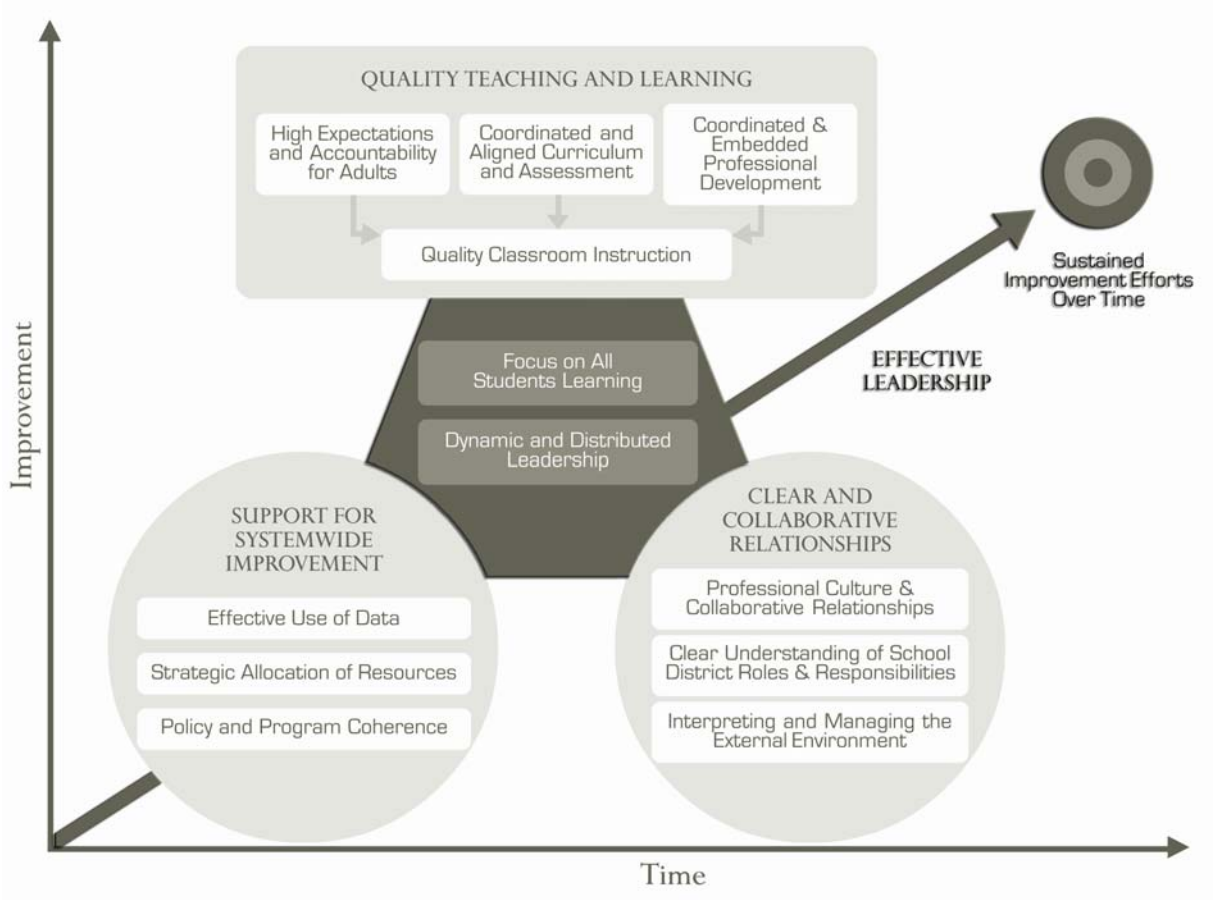
- *Leading for Learning: Reflective Tools for School and District Leaders* and *Leading for Learning Sourcebook: Concepts and Examples* (Center for Study of Teaching and Policy, University of Washington).
- *Strategies for School System Leaders on District-Level Change* (Panasonic Foundation with the American Association of School Administrators).
- *School Communities that Work* (Annenberg Institute for School Reform at Brown University).

CHAPTER 2

EFFECTIVE LEADERSHIP

Effective leadership that focuses on all students learning is at the core of improved school districts. Leadership is committed, persistent, proactive, and distributed through the system. The two themes *focus on all students learning* and *dynamic and distributed leadership* are at the center in the conceptual model to illustrate their importance throughout the system as they connect and inform personnel, policy, programs, and practices in the district. District staff and organizational components are focused first on student learning; leadership conveys the importance of the focus and takes action to implement strategies to improve learning. A third theme—*sustained improvement over time*—indicates the forward and upward direction that leaders must take the district to have all students meet high expectations. District and school improvement takes time, and district vision and strategies must be sustained by educational leaders for significant change to occur.

The three themes are defined and discussed below using details from the research literature that support the concepts. Each is followed by questions for reflection.



FOCUS ON ALL STUDENTS LEARNING

Definition Improved districts focus on student learning and embrace the twin goals of excellence and equity—high expectations for all students. Student learning is the concern and responsibility of everyone. Districts reflect shared beliefs and values, have clear and meaningful goals, and a clear vision of change. Districts focus on their student learning goals, build consensus, and remove distractions and competing programs that may interfere with reaching the goals.

Discussion Research studies suggest the importance of a strong focus on student learning through a variety of school district characteristics and actions. The studies describe and explain this focus using various terms, such as high expectations for student learning, values, district "will," and commitment to all students. Focus is often reflected in the district goals. Districts use different approaches to develop goals. In some districts the school board developed goals and then selected superintendents who shared them; in other districts, superintendents and school boards jointly developed goals and shared beliefs. In one study, the superintendents and other district leaders "developed and nurtured" widely shared beliefs about learning and high expectations and were strongly focused on results (Cawelti & Protheroe, 2001, p. 98). Not only was the focus made clear, in many districts there was a sense of urgency about the goals and the importance of district initiatives to reach the goals. District leaders also expressed a sense of moral responsibility for the learning of all students. This moral sense became a foundation for other components or strategies for educational reform (Skrla et al., 2000).

The reports emphasize the role of superintendents in setting the stage and tone for school district improvement. Superintendents described their role as keeping the focus of the district on "equitable and excellent learning" (Skrla et al.). One superintendent described his primary focus by saying "the main thing is the main thing, and that's student performance" (p. 16). Other central office leaders also play an active role in communicating the vision in the schools and community. Firestone describes the function of "providing and selling a vision of what the change is about" as a task for district leadership (1989, p. 158).

Improved districts developed visions focused on student learning and instructional improvement. Four main goals emerged across districts studied by the Learning First Alliance that illustrate the nature of school district focus. These goals include:

- "Increasing achievement for all students
- Improving instruction
- Creating a safe and supportive environment for students
- Involving parents and the community" (Togneri & Anderson, 2003, p. 12).

These improved districts emphasized the link between the district focus and classroom instruction. In some instances, the vision was internalized by stakeholders so it became part of their view of the district's operations. In many past reform efforts, the changes may not have permeated the classroom door or did not make a lasting impact. School districts studied in this research recognized that the focus on

student learning involved changing instruction. As Togneri and Anderson write, "It is basic: Students learn what they are taught, students will learn more if they are taught well. Yet so often reform efforts look at everything except how to help teachers help their students learn. In these districts, reforms focused on improving instruction, and this approach is paying off" (p. 49).

Knapp et al. (2003) include focus on learning as one of five areas of action for school and district leaders in the Center for the Study of Teaching and Policy publication, *Leading for Learning Sourcebook.* Drawing from research, theory, and craft knowledge, the authors suggest that leaders "persistently and publicly [focus] their own attention and that of others on learning and teaching." They identify some essential tasks for leaders such as:

- "Making learning central to their own work.
- Consistently communicating the centrality of student learning.
- Articulating core values that support a focus on powerful, equitable learning.
- Paying public attention to efforts to support learning" (p. 21).

Questions for reflection

- *How does a district develop and share its focus on improving student learning?*
- *How does a district know that its focus and mission are shared?*

Sources

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Togneri, W. & Anderson, S.E. (2003). *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools.* Washington DC: Learning First Alliance. http://www.learningfirst.org/publications/districts/

DYNAMIC AND DISTRIBUTED LEADERSHIP

Definition Leaders in improved school districts are described as dynamic, united in purpose, involved, visible in schools, and interested in instruction. Leaders provide encouragement, recognition, and support for improving student learning. Instructional leadership is expanded to encompass the superintendent, principals, teacher leaders, and other administrators at district and school levels. The ethical and moral nature of effective leadership is demonstrated when leaders move beyond talking about the belief that students can learn to taking concrete action to change instruction so students do learn.

Discussion In the studies of improved school districts, leadership is seen as dynamic and distributed across central office and schools. Leadership can be viewed in terms of actions and functions as well as individual traits and qualities; both aspects are found in these studies.

Many studies demonstrate the importance of the role of superintendents in leading educational reform. Strong district leaders establish and communicate focus, parameters, priorities, and expectations. Superintendents in one study are described as willing to be held accountable for district goals (Snipes et al., 2002). The focus of a superintendent's attention communicates commitment and signals the level of its importance. Superintendents who focus on instruction send a significant message to central office staff and schools. The superintendent's theory of action tends to influence and provide a foundation for a shared central office theory of action. As the superintendent and central office develop a shared understanding of the district's goals, the likelihood increases that structures will be designed to support continuous improvement (McLaughlin et al., 2004).

According to a study of districts in Texas, superintendents "moved the districts from a collection of loosely coupled, individual campuses to coherent, focused districtwide organizations, a change that was almost as revolutionary as their stance against the old belief that schools could not succeed with some groups of children" (Skrla et al., 2000, p. 18). Superintendents in this study embraced the mantra that "all students can learn" and believed they had a moral responsibility to put belief to action. Rosenholtz (1991) found that "moving" districts were characterized by superintendents who were more experienced and availed themselves of ongoing learning opportunities, thus "typifying organization norms through their action" (p. 182).

However, leadership also is extended beyond traditional positions of superintendent and principal to include teacher leaders, assistant principals, central office administrators, union leaders, and school board members. Some districts also redefined leadership roles. "District leaders determined that no single stakeholder could tackle instructional improvement alone" (Togneri & Anderson, 2003, p. 31). In the study, the researchers noted that leadership was "not simply shared; [rather] most stakeholder groups sought to take on the elements of reform that they were best positioned to lead" (p. 31). Even external actors, such as representatives from state

offices, universities, and communities joined the improvement efforts working in coordination with districts.

Leaders in districts supported and "spurred" reform by:

- "Publicly acknowledging that student achievement was unacceptably low
- Accepting responsibility for the problem
- Clearly stating that all stakeholders in the system needed to be part of the solution
- Committing themselves to long-term efforts and supporting innovations even if they did not show immediate results" (Togneri & Anderson, p. 3 in *Leadership Brief*).

District level leadership is critical to improving student learning and school improvement. When examining Pew Network school districts, researchers noted that "we did not find any instances in which schools on a widespread basis were able to make significant improvements in classroom practice in the absence of active support and leadership from the district" (David & Shields, 2001, p. 37). In a study by Educational Research Service and Laboratory for School Success, the researchers write, "In no instance was a passive, laissez-faire style observed. In most cases, the superintendent moved well beyond articulating the focus by developing staff skills through activities such as analysis of achievement data and professional development opportunities intended to support specific reform efforts" (Cawelti & Protheroe, 2003, p. 31). In the Learning First Alliance study, authors found that leaders in each district generally "harbored a deep understanding of the district vision" (Togneri & Anderson, p. 15).

Leaders in improved districts developed and nurtured common beliefs and plans of action. They helped create preconditions for system improvement. Leadership roles and responsibilities are woven throughout the components necessary for improving school systems; these components include setting goals, creating accountability, unifying and coordinating curriculum, using data, providing professional development, and driving reforms to schools and classrooms. These components are treated in subsequent sections of this document.

Suggestions for "acting strategically and sharing leadership" are provided by Knapp et al. (2003) in the *Leading for Learning Sourcebook* based on research and craft knowledge. Essential tasks for leaders include:

- "Identifying or creating pathways that have the greatest influence.
- Mobilizing effort along more than one pathway.
- Helping others assume and exercise leadership.
- Mobilizing support for activity along multiple pathways" (p. 37). (Pathways are "a stream of functionally related activities … undertaken by different people" across the school system (p. 75). Leaders can influence learning and teaching through these activities.)

Questions for Reflection

- *What is the central focus of senior administrators and other leaders in the district?*
- *How do leaders demonstrate their commitment to student learning and improved instruction?*
- *How do leaders create political will and moral responsibility in districts and communities to take actions necessary to provide equity and excellence in learning for all students?*

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SUSTAINED IMPROVEMENT EFFORTS OVER TIME

Definition Improved districts sustain engagement in educational reform over time; district commitment to improvement efforts helps staff internalize the changes. District stability helps schools "stay the course" of school improvement, to persevere and persist. Change is seen as a long-term multi-stage process to attain high standards for all students.

Discussion Research on improved districts finds that promising results come only after reform strategies have been implemented and sustained for a long time. The task of improving student learning is difficult; changing practice—which involves changing people's minds about teaching and learning—requires steady and persistent work. Many districts in the case studies had been engaged in education reform for 10 years and longer. Kronley and Handley (2003) write that "sustaining reform is primarily a local endeavor that involves district persistence, local capacity, and adequate resources …" (p. 2). Firestone (1989) maintains that school and district staff "measure the seriousness of their task by the time that top leaders devote to it" (p. 158); thus, to sustain improvement, leaders need to keep in touch with the implementation work.

Togneri and Anderson (2003) report that the study districts were "committed to sustaining over the long haul.… They set their courses and stayed with them for years" (p. 8). McLaughlin and Talbert (2003) report that superintendents acknowledged that it took "almost ten years of planning for goal-driven, data-driven norms to be put in place" (p. 12). Researchers who investigated New York Community School District #2 report that the district had focused on literacy and its professional development approach for 10 years (DiAmico et al., 2001). Longevity of district leadership also contributes to continuity and sustained improvement efforts. In some improved districts, superintendents had served their districts at least eight years. In some districts the successor was selected with the view to maintain continuity of the reform efforts. In the districts in the Council of Great City Schools study, "political and organizational stability over a prolonged period" and "consensus on educational reform strategies" were seen as preconditions for reform to occur (Snipes et al., 2002, p. xvii).

School districts committed to a sustained improvement effort realized there were "no quick fixes," and they created a culture in which "district leaders encouraged practitioners to try new ideas and did not expect immediate results" (Togneri & Anderson, p. 50). Sustained and consistent efforts are prized by teachers in particular as they work to change instruction and improve student learning. Massell and Goertz (2002) report that in some districts that phased in guidance of instruction, "teachers needed time to become familiar with new approaches to teaching, participate in professional development, and try out new techniques in the classroom … and to develop supplemental materials and activities to address state and local standards" (p. 53). Teachers valued consistency and focus: "initiatives that persisted over time and gave them multiple opportunities to learn about changes they were expected to make" (p. 59-60). Elmore and Burney (1997a) assert it is important for districts "to focus

centrally on instructional improvement and to sustain that commitment long enough for people within the district to internalize it and to engage in problem solving consistent with that commitment" (p. 3). They state, "Instructional change is a long multi-stage process … [that] involves at least four distinct stages—awareness, planning, implementation, and reflection." At any point teachers and principals may be at "different stages of development" (p.1).

Questions for Reflection

- *How does the district communicate its commitment to school improvement?*
- *How does the district demonstrate persistent and continuous improvement?*
- *How does the district maintain stability of leadership, vision, and concerted improvement efforts in a climate of political and social change?*

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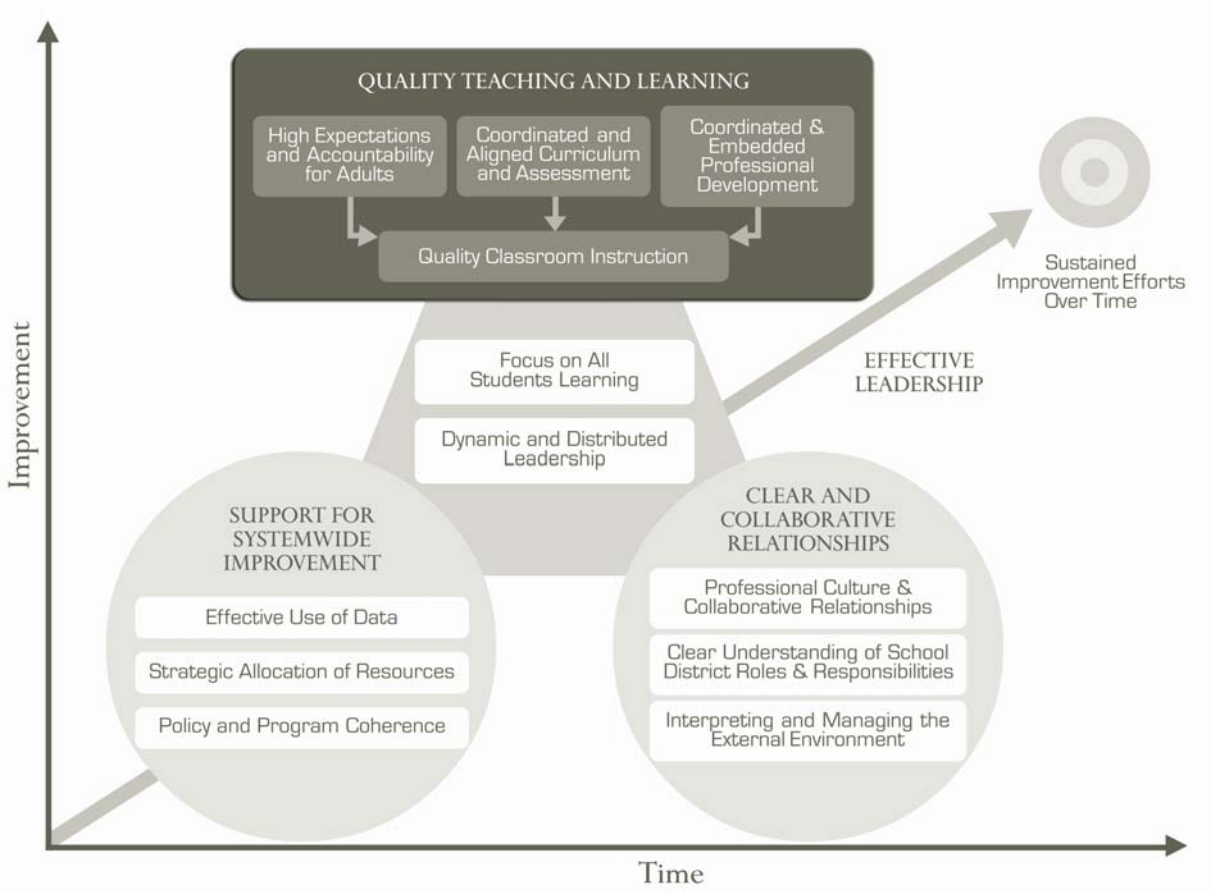
CHAPTER 3

QUALITY TEACHING AND LEARNING

The focus on all students learning to high standards requires quality teaching and learning. Thus, improved districts need to have *high expectations and accountability for adults* in the system because the adults have the main responsibility to improve student learning. District leadership *coordinates and aligns curriculum and assessment* and ensures alignment with state and district learning standards. In addition, *coordinated and embedded professional development* is provided continually to prepare teachers to meet high expectations for their performance. These three characteristics help ensure that *quality classroom instruction* takes place, and districts help schools develop a shared understanding of good instruction. These themes, which are defined and discussed below using information from the research literature, lead to improved student learning.



HIGH EXPECTATIONS AND ACCOUNTABILITY FOR ADULTS

Definition Improved districts hold all adults in the system accountable for student learning, beginning with the superintendent, senior staff, and principals. The districts have clear expectations for instruction and apply consistent pressure on schools for improved outcomes for students. The superintendent expects excellence by all, monitors performance, and provides feedback. High expectations influence hiring decisions and prompt districts and schools to address issues regarding ineffective teachers.

Discussion The research studies emphasize the importance of high expectations and accountability at all levels of the system. The effective schools research highlighted the importance of high expectations for students. In these studies high expectations were held for the adults who have responsibility for students' meeting high standards. Research studies indicate that the high expectations begin with the superintendent and central office staff and include principals and teachers in schools. Accountability focused on academic results and classroom practice. Under the relentless attention to the classroom, "teacher beliefs and practices had to change," according to Skrla et al. (2000, p. 18).

An early study of districts in Texas reports "superintendents and other central office leaders kept schools focused on district goals by keeping expectations for principals clear, insisting that principals develop believable, workable plans, reducing distractions, keeping relevant data about academic progress visible and public, and carefully balancing flexibility and accountability" (Raglan, Asera, & Johnson, cited in Cawelti & Protheroe, 2003, p. 14). In the Educational Research Services study, Cawelti and Protheroe (2001) report that the role of the central office was to set high expectations. They illustrate by quoting an Idaho elementary principal, "There is strong leadership at the central office, and the direction provided is very clear. The expectations that children will succeed is reiterated weekly—and daily" (p. 56-57). It was reported in one of the Texas districts that "(e)ven those with many years of experience said they had never really been expected to translate this belief [all students can learn] into daily activities, but that is exactly what the new superintendent expected them to do—and there would be 'no excuses'" (p. 64). In these districts, the superintendents were considered personally accountable for progress toward the district goals.

In a reference to Houston, Snipes et al. (2002) report that the district stressed a high level of expectations and accountability starting at the central office. The authors state, "The willingness of the superintendent to be held accountable, combined with the existence of an agreement with the board and other key actors regarding overall strategy, enabled the central office to pursue reform more aggressively than it otherwise would have and to hold district and building-level personnel responsible in ways it otherwise could not have" (p. 46). This research reports that improved districts put senior staff and principals on performance contracts tied to goals and that central offices took responsibility for the quality of instruction. Setting specific targets, establishing deadlines, and holding schools accountable for all students

helped districts take the reforms seriously and avoid a "this too shall pass attitude" (p. 47).

A report on school districts in North Carolina supports the importance of high expectations of the adults in the system. "(H)igh expectations were 'lived and implemented from the central office to the classroom.' There was a 'sense of personal accountability for their students and a belief that everyone has a part to play. No one is 'off the hook'" (in Cawelti & Protheroe, 2003, p. 63).

These studies provide some insights into the building of district professional norms or rules that guide behavior, responsibilities, and relationships. Districts can set clear expectations about classroom practice that help create norms to support improvement, use of data, and discussion and reflection on instruction (Corcoran & Lawrence, 2003). Elmore (2003) asserts that "knowing the right thing to do is the central problem of school improvement. Holding schools accountable for their performance depends on having people in schools with the knowledge, skill, and judgment to make the improvement that will increase student performance" (p. 9). David and Shields (2001) find that it is as important to clearly identify high expectations for instruction as it is to have high expectations for student learning. They state that how districts communicate specific expectations for instructional practice and curriculum sets the stage for improving teaching and learning.

In a study of Virginia school districts, improved districts also are likely to take action to deal with ineffective staff. Successful districts (called divisions in Virginia) are described as able to support or dismiss ineffective teachers. These districts had effective programs for evaluating the needs of ineffective teachers and dismissing teachers who did not improve (Virginia JLARC, 2004).

Questions for Reflection

- *How does the district communicate high expectations for adult performance?*
- *What processes are used in the district for accountability and to provide feedback to staff?*
- *How does the district monitor reform and change to maintain pressure for improved learning?*

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COORDINATED AND ALIGNED CURRICULUM AND ASSESSMENT

Definition In improved districts, curriculum is aligned with standards, assessments, and policies. The districts have a centralized and coordinated approach to curriculum, which is adopted district-wide. Some districts use multiple measures to assess learning.

Discussion School districts across the studies are concerned with the alignment of curriculum and assessment as a factor in improving student achievement as measured by test scores. The studies indicate an almost universal concern with matching curriculum with state standards and state tests; however, approaches to alignment vary from district to district. Massell (2000) reports that in "today's charged atmosphere of accountability and standards-based reform, districts are seeking to align the curriculum and instruction vertically to state policies and horizontally to other elements of district and school practice" (p. 4). Some district leaders believed that "strengthening and aligning curriculum and instruction was a central lever for improvement in the district" (Massell & Goertz, 2002, p. 50). Some districts used centralized curriculum alignment as a means for building capacity among schools and staff. In these cases, the process of aligning curriculum helped increase teachers' knowledge and understanding of content standards and curriculum materials.

Alignment approaches range from tightly controlled district-level actions to less structured approaches. Two studies illustrate these different approaches. A key strategy reported in the study for the Council of Great City Schools was to adopt or develop districtwide curricula and instructional approaches rather than allowing schools to devise their own (Snipes et al., 2002). Each of the districts studied expected teachers and schools to use a common core for instruction. Massell calls this approach "technocratic" in that the elements of curriculum and instruction are tightly and centrally engineered at the district level (p. 4). In contrast, districts using a less structured approach, which allows staff more flexibility, may use professional development as a means for fostering alignment and may focus on subject matter content and district philosophy rather than specific textbooks or curriculum packages.

The research reports reinforce the connection between alignment and the improvement districts were experiencing. Skrla et al. (2000) report that the four Texas districts had aligned their curriculum and had developed instructional practices within the curriculum and linked them with assessments. The Education Research Service/Laboratory for School Success Study reports that districts had aligned local curriculum with state standards and assessments. These districts also did item by item analysis of results from state tests and revised curriculum and planned instruction accordingly. Districts provided teachers and schools time to work together to ensure alignment from grade to grade as well as across the district. Teachers were expected to use pacing guides that were developed by teachers. Interim assessments that paralleled the state test were developed to check student learning periodically (Cawelti & Protheroe, 2003).

The Ohio evaluation notes that study participants "identified curriculum alignment as the single greatest factor in achieving improved test results. Two themes related to curriculum alignment consistently emerged: curriculum mapping and change in instructional practices." Some districts used three-to-five year curriculum renewal cycles and aligned academic courses with state goals. The authors state, "Teachers were responsible for a collaborative effort to ensure that each grade at every school was teaching the same thing, and that teachers knew what was expected at the next higher grade.…" (Kercheval & Newbill, 2002, p. 8-9). In North Carolina it was reported that districts promoted the "alignment of written, tested, and taught curriculum by providing district-wide pacing guides, lessons that could be shared among teachers, and, sometimes, periodic diagnostic assessments" (cited in Cawelti & Protheroe, p. 63).

The researchers in the Learning First Alliance study identified key components of systemwide approaches to improving instruction. These are "systemwide curricula that connect to state standards, are coherent across grade levels, and provide teachers with clear expectations about what to teach" (Togneri & Anderson, 2003, p. 11). They explain, "Before current reform efforts, the districts lacked universal understanding of expected outcomes. Some schools had common texts, but no districts had systemwide curricula. Boards did not make instruction and achievement central to their work.… Today much has changed. In general districts are engaged in building systems in which the parts coalesce to collectively support instruction" (p. 11).

The research studies reflect variations in curriculum alignment across districts and content areas. Districts may make decisions to centralize curriculum development and alignment in some content areas and not in others. For example, mathematics was centralized more often than language arts according to several of the studies, although some acknowledge that decisions regarding reading or literacy appear to be more centralized in recent years. Districts may also phase-in curriculum reforms by grade level, subject area, or student developmental level. Massell and Goertz report that "phase-in gave teachers needed time to become familiar with new approaches to teaching, participate in professional development, and try out new techniques in the classroom. It also gave them time to develop supplemental materials and activities to address state and local standards" (p. 53-54). Improved districts provide varying levels of training and support related to curriculum adoptions.

<u>Questions for Reflection</u>

- *How does district align learning standards with state standards and assessments?*
- *How does district align policies with curriculum and assessment?*
- *What are district processes for coordinating curriculum districtwide?*

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COORDINATED AND EMBEDDED PROFESSIONAL DEVELOPMENT

Definition Improved districts are providers or brokers of high quality professional development programs that are intensive, ongoing, focused on classroom practice, and include on-site coaching. Districts focus their support for professional development based on the teaching and learning needs of the school. Professional learning communities are developed and supported to build teacher knowledge and skills and to change instruction across the system. Central offices also develop as professional learning communities.

Discussion Research studies emphasize the importance of professional development to build the capacity of educators, schools, and districts to meet challenging learning goals. Improved districts tend to use professional development strategies that reflect researched practices. These districts also provide professional development for principals.

Improved districts regard "the building of teachers' knowledge and skills as a crucial component of change" according to Massell (2000, p. 2). Other researchers concur. In the Pew Network districts, for example, "the greatest strides occur where the adults also have opportunities to learn" (David & Shields, 2001, p. v). Although some professional development continues to be "menu driven," Massell reports that there is a "growing interest in the pursuit of less traditional formats for professional learning" (p. 3). Among "non-traditional" formats are teacher and school networks, peer mentoring, professional development centers, instructional support for teachers (e.g. coaching) that is school-based, teacher leaders and teacher participation in development activities.

McLaughlin and Talbert (2003) note that "reforming districts seek out and use cutting-edge practices, most especially in professional development where they have reallocated resources to provide site-based resources that reflect best thinking about how to foster teachers' learning and instructional capacity" (p. 17). The "instructional supports provided schools by reforming districts" are described by these researchers as "very high quality ... intensive ... site-focused and ... designed in response to teachers' expressed needs and evidence about student learning" (p. 18).

In many of the improved districts, professional development was related to particular curriculum adoptions or to district-supported principles of instruction. Togneri and Anderson (2003) also describe new approaches to professional development. These researchers write, "To varying degrees, all districts in the study moved beyond the traditional, one-time workshop approach to professional development and put in place coherent, district-organized strategies to improve instruction…. Today the picture looks quite different. It includes deliberate strategies to use research-based principles of professional development, widespread use of data in decision making, and clear connections between district goals and school-level practices. This is in large part the result of coherent strategies that districts put in place to support and improve instruction" (p. 23). They conclude that improved districts used "student performance

data to guide what teachers needed to learn and created cadres of principal and teacher leaders to provide quality instructional guidance" (p. 49).

The evaluation of improved districts in Ohio also identified professional development as an essential component. The report illustrates the range of professional development with a list provided by a superintendent in the study that included:

- "Improving student achievement
- Implementation of Continuous Improvement Plans
- Curriculum alignment and mapping
- Use of assessments to monitor and identify student academic progress
- Instructional strategies to reflect proficiency test format" (Kercheval & Newbill, 2002, p. 13).

A report from North Carolina describes coherent and consistent professional development. It is targeted on "long-term goals, builds school and district capacity, focuses on content and instruction, is based on research based practice, and is aligned with the overall direction and initiatives in the school and district" (in Cawelti & Protheroe, 2003, p. 63).

The Office of Superintendent of Public Instruction has published a planning guide for teacher professional development that identifies seven research-based practices for districts and schools to consider and use (Washington OSPI, 2003).

The study of districts in the Merck Institute of Science Education project reinforces the importance of sustained professional development. The authors conclude that "making significant changes in the classroom requires long-term sustained efforts on the part of districts.… Teachers change their practice incrementally at first, and it takes time for them to develop both competence and confidence in new methods" (Corcoran & Lawrence, 2003, p. 37).

The building of a professional community is another dimension of professional development in improved districts. A professional community is generally related to staff in a school. Some authors believe the creation of a professional community is necessary at the central office as well. Supovitz and Christman (2003) assert that "(c)ommunities of instructional practice are a powerful way for groups of teachers to engage in instructional improvement through sustained inquiry into their practice and investigations into ways that their teaching can most effectively produce greater student learning. Communities focused on instruction bring teachers out of isolated classrooms and engage them in structured ways to systematically explore together the relationships between their teaching and the learning of their students. Working together teachers learn with and from each other, capitalizing on the ways that adults learn most effectively" (p. 8). Professional learning communities help provide organizational supports and resources, help break down obstacles, and facilitate the challenging work of school reform.

Knapp et al. (2003) include professional community as one of the areas of action for *Leading for Learning*. They give the following essential tasks for leaders:

- "Building trusting relationships among professionals in the school or district.
- Creating structures and schedules that sustain interaction among professionals.
- Helping to frame joint work and shared responsibilities.
- Modeling, guiding, and facilitating participation in professional communities that value learning.
- Promoting a focus on learning and associated core values" (p. 25-26).

Questions for Reflection

- *How does the district build capacity in the district and the school to improve instruction and student learning?*
- *How does the district reflect research-based professional development practices?*
- *How does the district ensure coherence across professional development, policies, and teaching and learning practices?*

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QUALITY CLASSROOM INSTRUCTION

Definition Improved districts pay close attention to classroom practice and provide guidance and oversight for improving teaching and learning. Districts emphasize principles of good instruction and communicate clear expectations for what to teach. Districts develop a common vision and understanding of quality teaching and learning. They monitor instruction, curriculum, and changes in instructional practice. Their guidance and improvement efforts require actions such as systemwide approval, interventions and corrective instruction, tutoring, and alignment.

Discussion The studies on improved districts report intensive attention and guidance focused on classroom instruction. Different researchers have described this focus on instruction as a "single-minded system emphasis," a "clear unitary focus," a district "instilled vision," and support for "faithful implementation." The studies describe the strategies and approaches used in districts to train staff as well as support and monitor instructional classroom practice. David and Shields (2001) state that districts that "communicated ambitious expectations for instruction, supported by a strong professional development system, are able to make significant changes in classroom practices.… [They] conclude that clear expectations for instruction are as critical as clear expectations for student learning" (p. iii).

Massell and Goertz (2002) summarize strategies used in one district. The district trained principals and teachers in what appropriate instruction would look like and used a "system of … instructional elements … to monitor teachers' implementation of new instructional approaches" (p. 51). The district also used teacher specialists who worked with teachers in schools to help change their practice. Similarly, McLaughlin and Talbert (2003) describe districts that provided a clear instructional focus that was widely shared and sustained over time. Districts created "supportive infrastructure" and created communities of work and learning (p. 195).

Skrla et al. (2000) reported the changes in the Texas districts that had to occur to support "equity beliefs" so that they became more than "empty slogans" (p. 23). The districts incorporated "proactive redundancy" as a means for ensuring effective classroom practice. For example, more than one process, e.g., procedure, action, or structure, was used to target a particular change in practice to be sure teachers were successful with children in their classes.

According to Snipes et al. (2002), low-performing schools in some districts received "particular scrutiny" from central offices. They were given the message that "deviation from the curricula was not acceptable" (p. 52). The districts developed strategies, accompanied with substantial resources, to educate teachers about the curriculum and instructional strategies. In these districts, central office staff had a specific role in guiding and supporting instruction and classroom and school implementation of district strategies.

In the Learning First Alliance study, districts "refined their overarching vision" and also "sought to develop a more specific vision for good instruction. In general,

instructional visions were not a series of practices—for instance, cooperative learning or direct instruction—but rather a philosophy of practice. More specifically, district leaders sought to infuse a reflective and evidence-based approach to teaching practice. This meant that they expected teachers to actively engage students in rigorous content, assess the impact of instructional methods, reflect on their practice, work with colleagues to research and share effective practice, and make appropriate adjustments to help students learn effectively" (Togneri & Anderson, 2003, p. 15). Some districts developed networks of teachers as mentors or content specialists to support new teachers or others who needed assistance.

Districts differ in their visions and philosophies regarding coordinating and monitoring instruction. While some districts offer guidance, others mandate given practices. Some districts adopt textbooks that are quite prescriptive with lesson plans and pacing guides and monitor teacher adherence to these in implementing the curriculum. Some emphasize the need for particular instructional processes, such as organizing instruction to allow for assessing skills regularly before students move on, providing tutoring or extra help for students who fail to master the skills and enrichment activities for those who have, and frequent practice throughout the year to help students remember what they have learned. Other districts provide explicit expectations for instructional practice and then use "walk throughs" or other processes to look at classroom instruction. Regardless of approaches used, the districts, from central office administrators to principals and teachers, were focused on classroom instruction (Cawelti & Protheroe, David & Shields, Skrla et al., and Snipes et al.)

Togneri and Anderson emphasize the importance of instruction for improving student achievement as one of the "lessons" learned from their study. They write, "It is basic: Students learn what they are taught; students will learn more if they are taught well.... In these districts, reforms focused on improving instruction, and this approach is paying off" (p. 49). The study of the Pew Network districts states, "Districts that succeed in supporting widespread and ongoing improvement in teaching practice have shifted their central offices from ones that manage dollars, programs, and people to ones focused on leading and supporting improved instruction" (David & Shields, p. 30).

<u>Questions for Reflection</u>

- *What is the district-wide vision for "good" instruction?*
- *How do teachers develop the knowledge and skills described by the vision?*
- *How are principles of learning implemented in classrooms?*
- *What guidance for instruction does the district provide to schools?*

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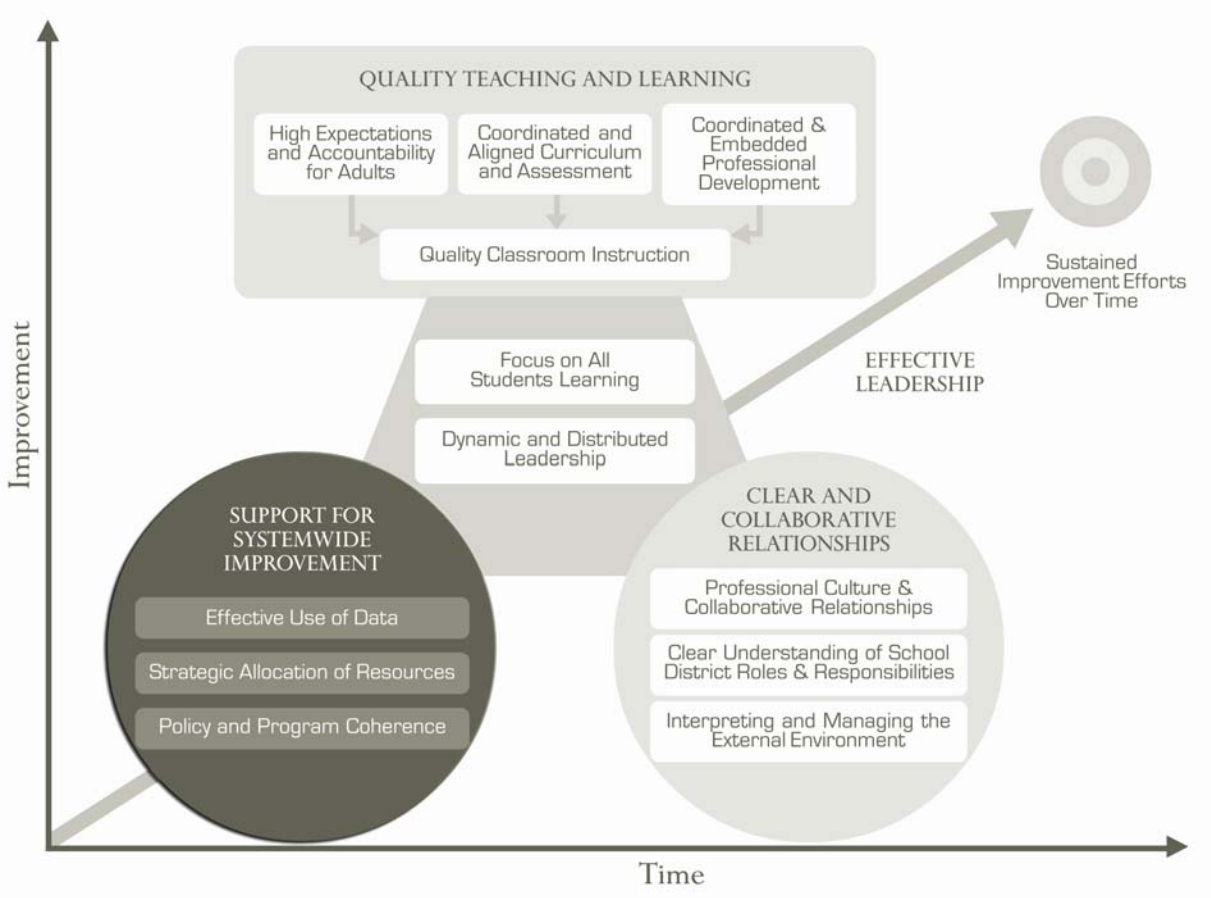
CHAPTER 4

SUPPORT FOR SYSTEMWIDE IMPROVEMENT

Improved districts serve and support student learning by *using data effectively, strategically allocating resources,* and ensuring *policy and program coherence*. The themes of support affect all parts of the organization, and in improving districts, they clearly support the central focus on student learning. Leadership uses data to make decisions regarding instruction and strategic resource allocation. Districts marshal and allocate resources to ensure quality instruction and equitable distribution of resources to meet high expectations for all students. Finally, improved districts develop and revise policies and programs to ensure coherence with the central focus on all students learning and to support quality teaching and learning. These three themes are defined and discussed below with examples from the research literature.



EFFECTIVE USE OF DATA

Definition Improved districts use data as evidence to monitor results, for making instructional and resource allocation decisions, and for accountability. District staff provides time and training in the use of data and helps schools in gathering and interpreting data. The evidence is used to monitor equity, make decisions about alignment, and target professional development efforts.

Discussion Data use figured prominently as an essential tool in the research studies on improved school districts. The research studies report a range of data types and uses. Data generally include student performance results based on local and state tests. Districts in one study stress the use of multiple—not single—measures of student and school performance. In addition to setting the expectation of "data driven decision making," districts take responsibility for collecting data, analyzing it, and providing it to schools in manageable, understandable forms. Many districts also provide training to central office and school staff in interpreting and using data in decision making. Some districts report sophisticated systems for managing data. McLoughlin et al. (2004) view data as one of three "cross-cutting levers" districts have to use as change agents, along with leadership and equity.

Based on a study of 22 districts in five states, Massell (2000) found a growing emphasis on the use of data to drive decisions as districts developed expertise at the district and school level. David and Shields (2001), in the Pew Network evaluation of school districts, also saw "increased attention to data in school planning, examples of richer notions of accountability that rely on multiple measures, professional judgment, and shared responsibility for student learning" (p. 44).

McLoughlin and Talbert (2003) also found that use of data was central to inquiry-based reform efforts in Bay Area school districts. These 58 districts relied heavily on the use of data to inform instructional decisions. These "reforming districts improve(d) system performance by using data on trends in organizational conditions and student achievement within and across schools to focus their reform efforts and to refine their supports for individual schools." The researchers conclude there is "evidence from our field research and from quantitative analysis of reform outcomes that such district practice results in improved teaching and learning. As reported, both teacher and principal ratings of their district's professionalism and support track closely with district reform action, and district reform action predicts both schools' progress toward organizational conditions conducive to ongoing improvement and gains in students' academic performance across the system" (p. 20).

Data for decision making is a powerful educational reform tool according to a number of studies of improved districts. Some districts had developed a "data-driven culture." Examples to illustrate the ways districts use data include:

- Data as a tool for "generating a sense of urgency for improvement" in the study districts in Texas (Raglan, Asera, & Johnson, in Cawelti & Protheroe, 2003, p. 13).

- Data for decision making and instruction, to identify problem areas for teachers and students, and provide feedback on progress through disaggregating data by school, teacher, student, and race (Snipes et al., 2002).
- Data as feedback to provide information on "each grade, each class, each child, data to manage performance of schools, teachers, and students, computer-generated individual learning profiles, and ... to improve district programs, teacher instruction, and student performance" found in Houston (Cawelti & Protheroe, p. 27).
- Tracking data and keeping schools apprised of their students' progress as provided by staff in Ohio school districts (Kercheval & Newbill, 2002).
- Data from multiple assessment sources used in decision making related to curriculum alignment and mapping and professional development according to the Ohio study (Kercheval & Newbill).

According to Togneri and Anderson (2003), improved districts make data "safe." They emphasize data as a tool for seeking solutions, not for purposes of blaming individuals. They also make data clear and manageable and train staff in their use.

Questions for Reflection

- *How does the district make data available for use in schools?*
- *How are school leaders trained in the use of multiple measures and analysis of data?*
- *How does the district support classroom teachers' use of data in making instructional decisions about individual students?*

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STRATEGIC ALLOCATION OF RESOURCES

Definition Improved districts provide, allocate, reallocate, and find resources to ensure quality instruction. Districts provide additional resources—financial as well as human and social capital—to support low performers. Districts give schools some autonomy over staffing, schedules, and budgets within parameters that establish their roles and responsibilities.

Discussion Almost universally the districts in these research studies were responsible for planning, locating, allocating, and reallocating staff and financial resources. Resources generally include time, personnel, materials, and facilities. How school districts manage their responsibility for use and distribution of resources has significant impact on educational reform across the system. As school districts shifted their role from one of monitoring compliance to one of providing support and service, resources were also shifted to school buildings. Central office staff members, for example, were often found in schools and classrooms working with teachers and principals (Skrla et al., 2000).

Spillane and Thompson (1997), in their report of a study of Michigan districts, describe the interdependent nature of human and social capital and financial resources. Human capital includes the "commitment, dispositions, and knowledge of local reforms" that are part of a district's capacity needed to promote school improvement. Social capital, a result of "professional networks and trusting collegial relations" is needed for creating human capital and in turn depends upon human capital for their effectiveness. "Social interactions surfaced insights, understandings, and perspectives" that advance school improvement. Time, as a material resource, interacts with human and social capital along with curricular materials to shape district capacity for educational reform. District leadership, commitment, knowledge, and trustworthiness are needed to ensure that resources are used to greatest advantage in improving teaching and learning (p. 2-3).

The studies describe the strategic allocation of resources to support education reform. In some improved districts, for example, teachers were provided time and opportunity to meet together, analyze data, plan curriculum, discuss student work, and observe other teachers in order to improve instruction. Professional development helped teachers acquire knowledge and skills to meet challenging academic goals (Skrla et al.). Districts in the Council of Great City Schools study "revamped and professionalized the district's business operations and pushed to change central office culture" to serve and support schools (Snipes et al., 2002, p. 39). They pursued new funds from public and private sources to support their reforms. However, these districts were careful not to *chase the money* if it interfered with their coherent approach to education reform (p. 39-40). Other studies also reported "strategic allocation of financial and human resources" to target improving instruction (Togneri & Anderson, 2003, p. 5).

Districts in the studies allocated funds for special efforts for student learning. Cawelti and Protheroe (2001) report that districts used funds for a range of purposes, from

supporting after-school classes to funding a master teacher position who demonstrated lessons and helped teachers develop lesson plans. The Ohio study noted the use of funds for supporting intervention and remediation programs for students that were offered before and after school, intervention sessions during the school day, and Saturday and summer school. Time, space, and staff were reallocated to support such programs (Kercheval & Newbill, 2002). Other studies also emphasized resources in the form of coaches and facilitators assigned to schools for in-building support for improving teaching. In a study of Cincinnati and Philadelphia districts, Supovitz and Christman (2003) explicitly call for providing discretionary funds to create instructional communities for teachers to work together.

Personnel, or human resources, is an important component of school district policy and programs. Teachers matter a great deal in efforts to improve learning for all students. Some studies reflected efforts by districts to recruit, retain, evaluate, and remediate or dismiss teachers to increase the quality of staff as a part of education reform. Although teachers and administrators and their roles and attributes are treated in some studies, recruitment and retention, per se, did not receive much attention. Elmore and Burney (1997b) and the Panasonic case studies (Thompson, 2002) describe programs and activities used in some districts to increase the quality of teachers and administrators. The Joint Legislative Audit and Review Commission evaluation of Virginia districts does surmise that the ability to deal with ineffective teachers was an important factor in the success of some districts (Virginia JLARC, 2004).

Questions for Reflection

- *How do resource allocations reflect district policies?*
- *How are human, social, physical, and financial resources developed, managed, and allocated across the district?*
- *How does the district determine the adequacy of resources needed and provided to improve student learning?*
- *How does the district ensure equity in allocating resources to close the achievement gap?*

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POLICY AND PROGRAM COHERENCE

Definition Improved districts develop and implement policies and strategies that promote equity and excellence, and they review and revise those policies and strategies to ensure coherence among programs and practices linked to district goals. Student learning is central to roles, budget, operating procedures, and personnel practices—all are redefined as needed. All district systems are explicitly included in reinforcing common goals and efforts to attain the goals. The central office monitors coherence of actions and programs to the focus and vision of the district.

Discussion The research studies emphasize the importance of coherence across policies, programs, and practices. Districts, particularly large urban systems, have been recognized as complex organizations. Schools exist within the context of the broader school system and community. Often described as complex "nested" systems, the parts within the system must support and reinforce each other so that districts and schools are working from a "unifying design that enables all staff members to function to the best of their abilities and that integrates research-based practices into a *coherent* and *mutually reinforcing* set of effective approaches to teaching and learning" (RAND, cited in Cawelti & Protheroe, 2003, p. 69). Several studies stress that improved districts move on several fronts and that no single change made all of the difference in improving student learning (Kercheval & Newbill, 2002; Snipes et al., 2002). In these improved districts, their change efforts were systemwide rather than program based. Consequently, the efforts superceded specific programs, departments, or operations.

Districts create policy, as well as interpret and implement state policy, in ways that reinforce and support a vision for improving teaching and learning. Districts, according to some studies, use the district vision and focus as a means for establishing coherence linking policy and operations. Programs and practices are adopted or implemented in relation to their support of the vision. Districts also link policy and classroom practices. Districts that explicitly identify a content area or establish a set of instructional principles as part of the district vision increase coherence in the system. A clear focus contributes to consistency in the programs and resources that are brought into the improved districts. In fact, some studies acknowledge that district officials may reject projects or initiatives that distract from their focus (McLoughlin & Talbert, 2003).

Strategic planning is a tool used by some improved districts to help build coherence. Such planning can increase the likelihood that all components, such as staffing, budgeting, and inservice training, are connected with the district vision. Districts can create roles and structures that support teachers in improving instruction through providing time for collaborative work and helping create professional communities that enhance coherence. Financial planning and budgets also align with programs and practices increasing the coherence in systems. The districts studied by the Learning First Alliance, for example, made instruction the "centerpiece of their improvement efforts." The districts then put in place a systemwide approach to improve instruction and built the necessary infrastructure to support instructional improvement (Togneri

& Anderson, 2003, p. 3 in *Leadership Brief*). In these districts, coherence was built by linking learning standards, grade level and school system expectations for teaching and learning, and professional development, and implementing multiple measure accountability systems (Togneri & Anderson).

Corcoran and Lawrence (2003) confirm the importance of aligned and coherent policies and programs. "When district policies send clear and consistent messages to teachers about priorities and best practices, these messages are more likely to be understood, accepted as legitimate, and acted upon. Conversely, failure to align policies produces inconsistent, confusing messages, and practitioners may respond differently, attending to the most pressing policy message or simply ignoring the guidance altogether" (p. 21). According to Snipes et al., comparison districts in the Council of Great City Schools study gave schools "multiple and conflicting curricular and instructional expectations," which they were left to "decipher … on their own" (p. 6). The central offices took "little or no responsibility for improving instruction or creating a cohesive instructional strategy throughout the district." Also, "the policies and practices of the central office did not result in the intended changes in teaching and learning in the classrooms" (p. 6).

Newman et al. (2001) draw the same conclusion based on research on school improvement in Chicago. The authors state, "Research has documented the importance of school organizational factors such as a unity of purpose, a clear focus, and shared values for student learning. Research has also drawn attention to the problem of incoherent school programs, where diverse initiatives set up to serve important needs, but which lack the sustained attention of the majority of staff within the school, have no apparent effects on the core goals of improving student achievement" (p. 10). School districts, along with states, "conceivably have more clout to strengthen school instructional program coherence" (p. 42). The authors encourage districts to emphasize instructional program coherence throughout their operation, including professional development, hiring and evaluating principals, and curriculum and textbook adoption. Further, they suggest "an oversight district committee could review district mandates and regulations to consider their fragmenting effects on instructional program coherence within schools" (p. 43).

The *Leading for Learning Sourcebook* includes a description of creating coherence in the school district. Essential tasks include:

- "Utilizing pathways that intentionally address student, professional, and system learning.
- Aligning activities with resources, with each other, and with compelling visions of learning and teaching.
- Creating structures and incentives for system learning that supports student and professional learning" (Knapp et al., 2003, p. 40).

Questions for Reflection

- *How does the district ensure coherence in policy across district programs and operations?*
- *How does the district policy reflect the goals of equitable and excellent learning?*
- *How do operational systems in the district reinforce learning goals?*

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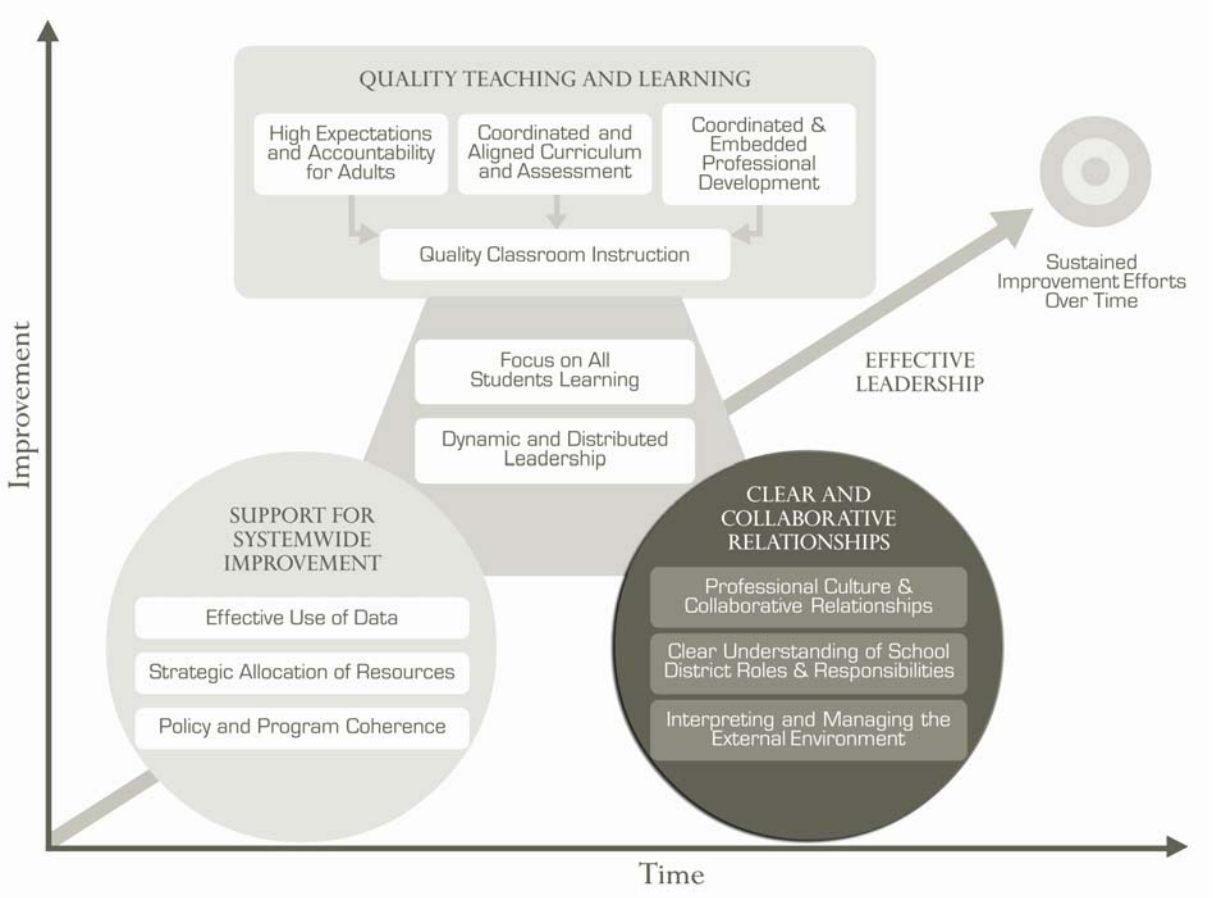
CHAPTER 5

CLEAR AND COLLABORATIVE RELATIONSHIPS

Improved school districts have collaborative relationships that reflect the needs and strengths of the district, schools, and community stakeholders. Educators in the system develop and nurture a *professional culture and collaborative relationships* marked by professional learning, mutual respect, and trust inside the organization, between and among parts of the organization, and outside the organization. Improved districts also develop a *clear understanding of district and school roles and responsibilities*. They work together to determine the balance between district control and school autonomy. Finally, leaders in these districts *interpret and manage the external environment* by inviting stakeholder participation and buffering classrooms from distractions. These final three themes are defined and discussed below.



PROFESSIONAL CULTURE AND COLLABORATIVE RELATIONSHIPS

Definition Improved districts build a culture of commitment, collegiality, mutual respect, and stability. Professional norms include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system. Districts support school communities of practice and also develop central offices as professional learning communities.

Discussion Improved districts intentionally work to create professional learning communities marked by trust, support, shared responsibility, and continuous learning. Research studies describe district climate and actions that reinforce these qualities of professionalism. Trust is essential between school board and district leaders and among district leaders and staff.

In the Dana Center study of districts in Texas, researchers found evidence of trust between superintendent and school board. For most of the original 10 districts identified for study, "dramatic growth in student achievement seemed to coincide with periods when there was a high level of trust between the superintendent and the school board.… As a result of this trust, school boards were willing to allow district leaders to develop and implement programs and make key personnel changes, and start new initiatives that otherwise would never have happened" (Raglan, Asera, and Johnson, cited in Cawelti, 2003, p. 13). McLoughlin and Talbert (2003) describe the trust that can exist between district administrators and teachers. "Building teachers' trust in district administrators' commitment and ability to support their learning and change is key to an effective district instructional support role." One central office administrator is quoted, "There is a strong relationship between the district and the schools in that sites are starting to trust and realize that the central office is there to be of help to them … and that their opinions are important" (p. 18).

Spillane and Thompson (1997) write that the districts "that had made the greatest strides in reforming their mathematics and science programs were also ones with a strong sense of trust among educators within the district. Trust was crucial because it facilitated conversations about instructional reform among local educators…. Trust was also essential for genuine collaboration among educators, enabling them to work together to develop a shared understanding of the reforms. Moreover, trust created an environment in which local educators were comfortable discussing their understandings of and reservations about new instructional approaches, conversations that were essential for reconstructive learning" (p. 195). These conversations provided "occasions for local educators to gain new understanding about mathematics and science education and the skills necessary to use this knowledge to revise their practice. Moreover, they afforded teachers an opportunity to gain the insights of others on the practical problems of trying to revise practice" (p. 196). In another district in the study, there were tensions and a lack of support and trust between teachers and administrators. In these cases, administrators spoke of "teacher resistance as a constraint" on attempts to reform and teachers described the "lack of support from administration" (p. 196). These researchers describe the human and social capital that must be developed in districts as part of these professional communities.

Supovitz and Christman (2003) explain that "policy makers can foster communities of instructional practice" (p. 1). Professional communities need as much autonomy as can be provided, according to these researchers. Teachers will make a greater commitment if they have authority to make decisions. Autonomy also enhances identity and distinctiveness. However, if autonomy is promised and then undermined by central office "edicts and policy mandates," teachers become "cynical about the possibility of meaningful community" (p. 8). These writers call for both horizontal and vertical communities to enhance relationships among teachers at the same grade level as well as across grade configurations.

The Joint Legislative Audit and Review Commission evaluation of districts in Virginia supports the importance of collaboration and teamwork. The report concludes that high scoring schools and successful challenged schools (academically successful schools despite demographic challenges) reflected "teamwork, collaboration and vertical integration" (Virginia JLARC, 2004, p. 68). The report states "successful divisions [districts] encourage collaboration across schools to improve instruction. High-scoring and successful challenged [districts] tend to encourage collaboration among teachers and principals across the [district] so that all teachers can benefit from best practices that are successfully used in particular grade levels and vertically among schools that serve the same group of students" (p. 84).

The Learning First Alliance report also emphasizes the importance of teamwork—"working together takes work." The report states that "simply getting along was not the goal; leaders determined that amity held little value if it did not create positive change for children." Togneri and Anderson (2003) described collaborative efforts between districts and union leaders in some improved districts. Although unions' focus varied in the study districts, in some situations union leaders worked with district leaders to increase support for teachers, communicate professional development needs, and build "trust by communicating visibly and regularly with district leaders." Unions also "introduced and supported research-promoted approaches to professional development" (p. 35). The "most collaborative districts in the study worked on working together. Districts deliberately sought and implemented tools to guide collaboration. To be sure, not all of these districts involved all of the stakeholders to the same degree, but the record so far suggests the collaboration of important stakeholders is vital to school improvement" (p. 50).

Fullan et al. (2004) offer a perspective on professional culture in which "teams of people [are] creating and driving a clear, coherent strategy." They suggest that "collective moral purpose" is essential to sustained reform. "The moral imperative means that everyone has a responsibility for changing the larger education context for the better. District leaders must foster a culture in which school principals are concerned about the success of every school in the district, not just their own" (p. 43). This "lateral capacity building" will extend, deepen, and help sustain system change. "Teams working together develop clear, operational understandings of their goals and strategies, fostering new ideas, skills, and a shared commitment to districtwide development" (p. 44).

Questions for Reflection

- *How is the district building a professional culture that supports high standards for students and adults in the system?*
- *How does the district build trust, mutual respect, and competence among stakeholders in the system?*
- *How does the district provide opportunities for peer support and collaboration, and develop professional learning communities?*

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CLEAR UNDERSTANDING OF SCHOOL AND DISTRICT ROLES AND RESPONSIBILITIES

Definition Improved districts set expectations, decentralize responsibility and support to schools, and serve as change agents enabling schools to improve. Districts restructure central offices to support learning, serve critical roles as mentors, and help seek solutions. Districts balance district authority and school autonomy; they simultaneously empower and control. The central office has responsibility for defining goals and standards; schools have latitude in the use of resources and influence over issues important to school staff.

Discussion Improved districts develop a balance between centralized authority and school flexibility and autonomy. The research studies describe the roles and responsibilities manifested in the district structure. Several studies describe changes the districts made from monitoring compliance to rules and regulations to supporting teaching and learning in schools. The districts have also developed new directions and new role definitions. As districts assume a stronger role related to curriculum and instructional practice, David and Shields (2001) noted that tensions develop between the "traditions of school autonomy and centralized control of decision-making. We find it is districts, not schools, that create districtwide priorities and expectations; and districts make significant choices about the resources available for professional development.… In fact, we did not find any instances in which schools on a widespread basis were able to make significant improvements in classroom practice in the absence of active support and leadership from the district" (p. 37).

Marsh (2000) writes that there is a "delicate balance" between central authority and school autonomy "with some of the more successful districts setting clear expectations accompanied by decentralized responsibility" (p. 11). Other authors note that a "dynamic tension" exists between districts and schools in regard to control at central offices and flexibility or freedom at the school level (Murphy & Hallinger, 1988, p. 178).

Districts "remain the legal and fiscal agents that oversee and guide schools. In many ways, districts are *the* major source of capacity-building for schools—structuring, providing, and controlling access to professional development, curriculum and instructional ideas, more and more qualified staff, relationships with external agents, and so on" (Massell, 2000, p. 6). Central offices are described as "gatekeepers for federal and state policy" and as such translate, interpret, support, or block actions on behalf of their schools (p. 1). Massell writes, "School districts strongly influence the strategic choices that schools make to improve teaching and learning" (p. 1).

In the Dana Center study of 10 Texas districts, "reorganization of the central office meant 'central office personnel were more likely to assume support functions and less likely to assume compliance monitoring functions. They were more likely to help schools find answers and less likely to provide directives. They were more focused on instruction in classrooms and less focused on administrative procedures.' One superintendent described it as more than a change in structure. 'It is really a change in

culture. It's a way of thinking'" (Raglan, Asera & Johnson, cited in Cawelti, 2003, p. 15).

McLaughlin and Talbert (2003) found that the "central office and the schools have mutually reinforcing but different roles in defining and advancing a strong reform agenda. The central office assumes responsibility for defining goals and standards for teaching and learning, allocating resources to the school level, and providing the supports principals and teachers need to be successful in meeting district-established standards" (p. 20). In the reforming districts in the Bay Area, "schools are assigned significant authority and responsibility." Principals and teachers in these districts "appreciate this strong district role because they feel the district provides both clear standards and effective support" (p.20–21). According to the researchers, the debate in these districts moves "beyond centralization/decentralization dichotomies to feature the responsibility and functions assigned to each level of the system. The salient issue in reforming districts is how to be tactical about what decisions are made where and how responsibilities follow" (p. 22).

Researchers assert, "Some balance must be struck between centralization and decentralization, between exerting pressure on teachers to change their practice and granting them room to experiment with or define the direction of the changes, if ambitious goals for instructional renewal are to be realized.… The issue has less to do with the strength of the district's presence in instructional renewal and more with *what* it assumes responsibility for and *how*. It is thus possible that districts can be simultaneously assertive and empowering, strong and supportive, and that dichotomous thinking about centralization and decentralizing tendencies is not useful for identifying the district's role in instructional renewal" (Hightower et al., 2002, p. 200).

Questions for Reflection

- *How does the district balance district authority and school autonomy?*
- *What are district responsibilities and prerogatives and how are they determined?*
- *What are parameters for school-level decision making and how are they determined?*
- *How are different roles for central office and schools developed, communicated, and monitored?*

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INTERPRETING AND MANAGING THE EXTERNAL ENVIRONMENT

Definition Improved districts access, analyze, interpret, and mediate state and federal policy with local policy. Districts buffer schools against external disturbances and distractions, mobilize and manage community and business support, and involve family and community as partners.

Discussion The interaction between school districts and their state and local contexts is manifested in a variety of ways, according to the research studies. Interaction and relationships of districts with their states depend on how districts interpret and manage their implementation of state policies. Improved districts access, interpret, and manage state policy to determine how district and schools will implement educational reform and change classrooms. However, districts also sometimes buffer schools from external disturbances that might interfere with successful learning and attempt to manage internal conflicts to protect the teaching and learning processes from disruption. Improved school districts also interact proactively with their local communities by seeking collaborative relationships.

A function of school districts is to access and interpret state and federal policies and to implement them appropriately in schools and classrooms. Interpreting and implementing policy, however, is not particularly straightforward. Responses to state and federal policy are influenced by the knowledge and understanding of school district leaders. The level of understanding, as well as leaders' capability and willingness, influences districts' action. According to Spillane (2002), "It is, in part, a function of district leaders' understanding of policy messages and the manner in which they communicate these understandings to teachers" (p. 143). Leaders "learn" the policy and in turn teach it to others within the system. "District leaders must decipher what a policy means to decide whether and how to ignore, adapt, or adopt it into local policies and practices" (p. 144). He concludes that the "district leaders' understanding of reform is an important explanatory variable in the implementation process" (p. 149).

McLoughlin and Talbert (2003) provide another perspective regarding the concept of managing the external environment. The California districts in their study used their clear focus on student learning and teaching as a means to "protect their reform agenda in the face of initiatives and high stakes accountability measures coming at them from the state." Leaders in the three districts studied did not worry that state pressures or policies would "throw them off course." These superintendents put compliance issues into perspective and maintained their reform efforts (p. 16).

Researchers noted experiences of improved districts in working with local communities. In the Dana Center study, the Texas school districts and their communities are described as "integral to each other;" they have mutual responsibility to work together for "equitable student learning" (Skrla et al., 2000, p. 35). The district and school leadership actively sought community and parent participation in their schools which included "knock(ing) down the barriers" such as childcare and transportation (p. 36). "Thus, to various degrees for these four districts,

a shared belief emerged that the district and its community, actual or created, must unite to deliver equitable learning" (p. 36).

The Learning First Alliance researchers describe the collaborative leadership roles utilized in their study districts. Leadership was expanded to include external stakeholders, such as representatives from state offices, universities, and communities, board members, teacher leaders, and union leaders, who worked in a collaborative, coordinated manner with district staff. "In these districts, leadership was not simply shared; most stakeholder groups sought to take on the elements of reform that they were best positioned to lead" (Togneri & Anderson, 2003, p. 7).

David and Shields (2001) conclude that unions and communities can be critical to successful reform. They write, "Districts face an uphill battle in attempting to implement major reforms without the support of the organizations that represent educators and without the backing of parents and the business community … where districts have built collaborations with unions, their reform efforts are more likely to be supported" (p. 35). The researchers report the actions of various groups outside the central office that have pressured districts to move forward with some reform efforts while other groups have fought to slow reforms or move them in different directions. Early involvement of stakeholders in planning, design, and decision making has been used in some districts to help manage outside forces and increase support. "Stakeholders in the most collaborative districts were not simply informed about new efforts but involved in their development and implementation" (Togneri & Anderson, p. 32).

Some researchers have examined the experiences of districts engaged in partnerships with outside proponents of reform such as private foundations or other educational support groups. Kronley and Handley (2003) summarize five case studies of districts in partnership with a number of these support organizations. They write, "What is being 'supported' is a process of transformation that will lead to better outcomes for students; in the dynamic that is central to this process, both the district and [the support organization] will serve as 'supports' for each other" (p. 4). They offer some guidance to district leaders who are in the position of working with such organizations.

The *Leading for Learning Sourcebook* suggests tasks for "engaging external environments that matter for learning" that include:

- "Making efforts to understand community, professional, and policy environments.
- Building relationships with individuals and groups.
- Anticipating resistances and devising ways to manage conflict.
- Garnering the full range of resources (fiscal, intellectual, human, etc.) that support the learning agenda" (Knapp et al., 2003, p. 31).

Questions for Reflection

- *How does the district interpret state and federal policy to schools and assist with implementation?*
- *How does the district mobilize community support?*
- *How does the district involve family and community in school district affairs?*
- *How does the district enlist the involvement and support of all stakeholders including staff members, union leadership, business leaders, families and community in implementing reform initiatives?*
- *How does the district balance the need to buffer schools from external distractions while opening schools for family and community involvement?*

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CHAPTER 6
SUMMARY AND CONCLUSION

The current body of research illustrates that what happens at the district level can help improve schools and student learning. Educational reform efforts that bypass districts and concentrate on schools can raise performance in individual schools, but reaching all students across a district requires a systemwide vision and strategy as well as the implementation of a well-designed improvement plan. The research on improved school districts reveals 13 themes that are interrelated and mutually supportive that districts can study in greater depth to ensure all students will meet high standards.

To help explain these themes and their relationships to one another, we developed a conceptual framework based on a synthesis of the research literature. The framework presents the themes in four categories: *Effective Leadership, Quality Teaching and Learning, Support for Systemwide Improvement*, and *Clear and Collaborative Relationships*. These categories and themes are summarized in the table on the next page. Education reform at the district level will require a sustained commitment to improvement over time in order to achieve the goals of excellence and equity for all students.

Next Steps

The brief discussions of the themes with the reflection questions are designed to stimulate dialogue at the district and school levels as leaders prepare their improvement plans. The sources used to describe the themes provide additional information for those wanting to gain a deeper understanding of the concepts. Appendix C provides an annotated bibliography of 10 studies we selected to help introduce readers to the various themes.

School district leaders can draw upon this body of research to increase their understanding of the challenges and the potential they have for improving all students learning. Although the studies do not provide causal relationships between the themes and student achievement, districts can glean many useful ideas, and some cautions, from these studies that can have an impact on schools and classrooms. The studies show that school districts can create vision, a professional culture, and a sense of urgency among stakeholders and implement teaching and learning strategies to advance the work of educational reform. The research reports provide encouragement for struggling districts by suggesting concrete steps they can take that will improve their organizational policies and procedures, enhance teachers' knowledge and skills, and improve instruction for students. The 13 themes represent characteristics that a district can strive toward in their improvement efforts. District leaders can find additional resources to assist with the practical business of educational improvement. A sampling of these was offered in the first chapter.

Characteristics of Improved School Districts: Themes from Research

Effective Leadership

Focus on Student Learning

- Focus on all students learning to high standards
- Share beliefs & values, have clear goals and shared vision of change
- Hold all district staff, programs and operations responsible for student learning

Dynamic/Distributed Leadership

- Exhibit dynamic leadership, united in purpose, visible in schools, interested in instruction
- Expand to encompass central office, principals, teacher leaders and others
- Provide moral leadership that moves from talking to doing, to ensure students learn

Sustained Improvement Efforts

- View educational improvement as long-term commitment and processes
- Persevere, persist, and stay the course
- Help staff internalize the changes

Quality Teaching and Learning

High Expectations and Accountability for Adults

- Hold all adults accountable for student learning
- Expect excellence, monitor performance, provide feedback
- Make high expectations part of personnel decisions

Coordinated and Aligned Curriculum and Assessment

- Align curriculum with standards, assessment, policies
- Centralize and coordinate curriculum approaches and decisions
- Use multiple measures to assess learning

Coordinated and Embedded Professional Development

- Provide high quality, ongoing professional development focused on classroom instruction
- Include school-based coaching and support for instruction
- Support professional development based on teaching and learning needs in schools

Quality Classroom Instruction

- Pay close attention to instruction, provide guidance and oversight to improve teaching and learning
- Develop a common vision of good instruction
- Monitor instruction, curriculum, and changes in practice

Support for Systemwide Improvement

Effective Use of Data

- Use data to monitor results, equity, accountability, and for resource allocation
- Use data for instructional decisions and professional development
- Provide time and training to staff to use data

Strategic Allocation of Resources

- Provide, allocate, reallocate, and find resources for quality instruction
- Provide additional resources to support low performers
- Give schools flexibility within parameters for resource use

Policy and Program Coherence

- Develop and implement policies that promote equity and excellence
- Review and revise policies as needed to link programs and practices to goals and ensure coherence
- Monitor coherence of actions and programs to district focus, goals

Clear and Collaborative Relationships

Professional Culture and Collaborative Relationships

- Build a culture of mutual respect, collaboration, trust, and shared responsibility
- Support school communities of practice for continuous learning for adults
- Develop central offices as professional learning communities

Clear Understanding of School and District Roles and Responsibilities

- Set expectations, decentralize responsibility, and serve as change agents
- Support learning, serve as mentors, and help seek solutions
- Balance district authority with school flexibility and autonomy

Interpreting and Managing the External Environment

- Analyze, interpret, and mediate state and federal policy with local policy
- Buffer schools from external disturbances and internal distractions
- Mobilize community and business support
- Involve family and community

More research is required to fully understand the nature of systemwide improvement and to discover relationships between strategies and learning outcomes. Districts can undertake action research projects based on educators' inquiry into their own instructional practices. Districts can also collect and analyze data from multiple sources to track performance of schools as they offer service and support to improve teaching and learning. This information can inform decisions that impact student learning and teacher practice.

Universities and research institutes have produced a number of studies in the past 10 to 15 years that constitute the current body of research. These researchers will undoubtedly continue to probe into the effects of school systems on improved student learning in a standards-based environment. District and school leaders can learn from these studies as they emerge in the literature.

Under the current *No Child Left Behind Act*, most school districts will eventually fall short of the student achievement requirements needed to make Adequate Yearly Progress (AYP). This means that greater support and services will be required from the broader educational community. These supporting entities—professional organizations, educational service districts, state education agencies, and universities—will have an important role in providing this assistance. This report and the *School System Improvement Resource Guide* are two examples of how Washington's Office of Superintendent of Public Instruction is supporting school districts, particularly those struggling to make AYP.

All stakeholders—educators, families and communities, businesses, and legislators—must join ranks to increase excellence in our schools and districts. This is a challenge we must face together if all students are to reach the high standards we now expect of them.

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APPENDIX A

METHODOLOGY

OSPI's Research and Evaluation Office collected more than eighty research reports and relevant articles related to school district improvement. An iterative process was used to review, analyze, and synthesize this body of research. A representative set of studies was selected to analyze for common themes. Criteria were developed in an attempt to ensure a broad, but relatively balanced, set of studies was analyzed. The themes emerged from research that met the following:

- Reports were based on research studies (although most were case studies) rather than professional experience.
- Studies examined school districts rather than a school.
- Studies were conducted relatively recently, within the past 10-15 years.
- Studies primarily included multiple districts.
- Inclusion of reports of research that examined the same district was limited.
- Studies generally were conducted over a period of time.
- Inclusion of reviews of research literature was limited.

Initially 12 reports were analyzed to identify emerging themes. These themes were then plotted on a matrix (in Appendix B) to determine the degree to which they appeared in the studies. Finally, other studies were added to the matrix to confirm the themes. In this step of the process, the criteria were somewhat relaxed; for example, studies of single districts were included. In total 23 studies were plotted. After the analysis, the themes were deemed sufficient to encompass the major concepts found in the studies. Also, themes were determined to be robust enough to be developed separately rather than merged. For example, quality classroom instruction received sufficient attention in the studies that the theme was not merged with curriculum and assessment as is often the case.

Key descriptors or concepts from the studies were compiled. From these, the themes were framed as topics consistent with the key descriptors. Then definitions were written using the descriptors and concepts from the studies. Each theme is briefly discussed using relevant details from selected research studies that develop and explain the concepts. The research literature base was expanded for the discussion portion of the document to draw on other pertinent and appropriate sources. Finally, the themes were organized into four larger categories that are *Effective Leadership, Quality Teaching and Learning, Support for Systemwide Improvement,* and *Clear and Collaborative Relationships*. A conceptual framework was developed to help clarify the themes in relationship to one another and among the categories.

The preliminary analysis of themes and definitions was shared with educators in Washington school districts, Educational Service Districts, and Office of Superintendent of Public Instruction. Themes, terminology, and descriptions were refined using their comments. A group of 10 studies were annotated for busy educators as an introduction to the research base (see Appendix C). Lastly, the complete document was also reviewed by researchers and practitioners in the state.

APPENDIX B

MATRIX OF THEMES FROM SELECTED REPORTS

Twenty-three studies were selected from a bibliography of more than 80 research studies and articles on improved school districts. Initially 12 studies were analyzed to identify common themes. In addition, 11 studies were analyzed to confirm the themes. The 13 themes were organized under four broad topics: *Effective Leadership, Quality Teaching and Learning, Support for Systemwide Improvement,* and *Clear and Collaborative Relationships*. In the tables that follow, **core** and **confirming** research studies are listed by author and date. The matrix reflects the extent to which the selected studies reflect the identified themes. A full citation for each study follows the tables.

	Effective Leadership			***Quality Teaching and Learning***				***Support for Systemwide Improvement***			***Clear & Collaborative Relationships***		
Core Research Studies	**Focus on all students learning**	**Dynamic/distributed leadership**	**Sustained improvement efforts**	**High expectations for adults**	**Aligned curriculum & assess**	**Coordinated/embedded prof dev**	**Quality classroom instruction**	**Effective use of data**	**Strategic resource allocation**	**Policy/program coherence**	**Prof. culture & collaboration**	**School & district roles /relations**	**Interpret/manage external envir**
1. Cawelti, Protheroe 2001	X	X	X	X	X	X	X	X	*			X	
2. Corcoran, Lawrence 2003	X	X	X	X		X	X	X	X	X	X	*	X
3. David, Shields 2001	*	X	X	X	X	X	X	X	X	X	X	*	X
4. Kercheval, Newbill 2002	X	X		X	X	X	X	X	X	X	X		
5. Marsh 2000	X	X	X	X		X	X		X	*	X	X	X
6. Massell, Goertz 2002	*	X	X	*	X	X	X	X	X		X	X	
7. McLaughlin, Talbert 2003	X	X	X	*	*	X	X	X	X	X	X	X	*
8. Petersen 1999	X	X		X	X	X	X	X	X	*	X	*	
9. Skrla et al. 2000	X	X	X	X	X	X	X	X	X	X		X	X
10. Snipes et al. 2002	X	X	X	X	X	X	X	X	X	X		X	X
11. Spillane, Thompson 1997	X	X	X		X	X	X		X		X	X	*
12. Togueri, Anderson 2003	X	X	X	X	X	X	X	X	X	X	X	X	X

X indicates theme is explicitly discussed in the report.
* indicates the theme is strongly implied.

	Effective Leadership			***Quality Teaching and Learning***				***Support for Systemwide Improvement***			***Clear & Collaborative Relationships***		
Confirming Research Studies	**Focus on all students learning**	**Dynamic/distributed leadership**	**Sustained improvement efforts**	**High expectations for adults**	**Aligned curriculum & assess**	**Coordinated/embedded prof dev**	**Quality classroom instruction**	**Effective use of data**	**Strategic resource allocation**	**Policy/program coherence**	**Prof. culture & collaboration**	**School & district roles /relations**	**Interpret/manage external envir**
13. Corcoran, Christman 2002	X	X		X	X	X		*	X		X		
14. Darling-Hammond et al.2003	X	X	X	X	X	X	X	X	X	X	X	X	X
15. Elmore, Burney 1997	X	X	X	X	*	X	X		X	X	X	X	*
16. Firestone 1989	X	X	X	X		X			X	X	X	X	X
17. Fouts et al. 2001	X	X		X	X	X	X	X	X	X		X	X
18. Murphy, Hallinger 1988	X	X	X		X	X		X	X	*		X	
19. Supovitz, Christman 2003	X	X	X			X	X	*	X		X	X	
20. Supovitz, Taylor 2003	X	X		*	*	X	X	X	*		X		
21. Thompson 2002	X	X		X	X	X	X	X	X	*		*	*
22. US Dept of Ed 1995	*	*	*	X		X			X			X	X
23. Virginia JLARC 2004	X	X		X	*	X	*	X	X		X	*	

X indicates theme is explicitly discussed in the report.
* indicates the theme is strongly implied.

References for Theme Analysis

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APPENDIX C

SELECTED ANNOTATED RESOURCES ABOUT IMPROVED SCHOOL DISTRICTS

Many studies have documented the characteristics of improving schools, but relatively little is known about districts that have shown significant improvement. Research on school districts has been conducted largely within the past 10-15 years and is primarily descriptive and based on case studies. To provide a better understanding of improved school districts and their characteristics and actions, the Research and Evaluation Office at the Office of Superintendent of Public Instruction collected and analyzed more than eighty research studies and reports.

A number of common themes emerged from this analysis. Improved districts:

- Focus intentionally on student learning.
- Have dynamic and distributed leadership.
- Sustain their improvement efforts over time.
- Hold high expectations for adults.
- Have a coordinated and aligned curriculum and assessment system.
- Provide coordinated and embedded professional development.
- Ensure quality classroom instruction.
- Rely heavily on data to make decisions.
- Have a high degree of policy and program coherence across the district.
- Allocate resources strategically.
- Exhibit a professional culture and collaborative relationships.
- Maintain clear and effective district and school roles and responsibilities.
- Interpret and manage the external environment effectively.

Ten of the studies were identified to help introduce these themes to educators in Washington state. The studies shed light on the relationship between school district policy, programs, and practices and the improvement of student learning. Because school districts are complex systems within the contexts of states and communities, the strategies noted in these studies should not be considered prescriptions to follow but rather ideas to be considered. (A matrix at the end of this section shows the extent to which the common themes are included in these studies.)

1. **Cawelti, G. & Protheroe, N. (2001). *High Student Achievement: How Six School Districts Changed into High-Performance Systems*. Arlington, VA: Educational Research Service.**

Educational Research Service and the Laboratory for School Success conducted case studies in six school districts. Districts were nominated and selected according to criteria that included numbers of low-income students and improving test scores in all or most schools. Districts studied were Brazosport and Ysleta in Texas, Twin Falls in Idaho, and Barbour County in West Virginia. The Sacramento and Houston school districts were included to provide the perspective of large complex systems in which there has been substantial improvement, although test scores had not improved in most of their schools. The authors describe the districts and their programs and practices in some detail. They identify the key elements in developing high-performing school systems as "establishing high standards" that in these districts included basic skills tested by their states, "using the knowledge base" to improve the quality of instruction, and "restructuring the system for accountability" (p. 96).

The researchers report on page 98 the following common characteristics that were found across the school districts:

- Superintendents and other leaders "developed and nurtured widely shared beliefs about learning, including high expectations, and … provided a strong focus on results."
- The district was restructured "to decentralize management and budgeting to the building level. This change increased accountability by linking people to results.... "
- The local curriculum was aligned with state standards and districts analyzed test items and student responses to test items.
- The district focused on classroom instruction to include interim assessments, extra help for students and enrichment, and frequent practice to help students retain their mastery of skills.
- "They recognized the importance of sustaining multiple research-based changes over a period of years that actually have a positive effect on the daily instructional lives of students."
- "All of the schools and districts that showed large gains in achievement focused teaching activities on the test content itself and on reteaching specific skills, based on test items students did not answer correctly."

The researchers acknowledge that multiple change efforts working together are probably responsible for the results. They also describe some of the tension and difficulties associated with reform efforts.

2. David, J.L. & Shields, P.M. (2001). *When Theory Hits Reality: Standards-Based Reform in Urban Districts*. Menlo Park, CA: SRI International.

In 1996, Pew Charitable Trusts gave four-year grants to seven urban school districts to assist in implementing standards-based systemic reform. The seven districts were Christina, Delaware; Community District #2, New York City; Fayette County, Kentucky; Pittsburg, Pennsylvania; Portland, Oregon; San Diego, California; and Yonkers, New York. The evaluation used a modified multiple-case-study design. The final report from the Pew Network for Standards-Based Reform asked if the theories behind standards-based reform "pan out in practice" (p. 4). The core components are ambitious standards, aligned assessments, and accountability. The central finding was "core components … do not play their intended roles well. [They] do not do a very good job of communicating high expectations for students, providing information to guide instructional improvement, or motivating widespread instructional change beyond test preparation" (p. 17). They conclude that "clear expectations for instruction are as critical as clear expectations for student learning" (p. 6).

Many of the study districts were making progress in changing instruction. The evaluation report points to encouraging trends found across the districts, such as

- Professional development that includes "placement of staff developers in schools;"
- Testing that includes students demonstrating their work beyond checking one of several choices;
- Use of data in school planning;
- Making a shift to include all schools in the reform effort, not just a few;
- "Richer notions of accountability that rely on multiple measures, professional judgment, and shared responsibility for student learning;"
- District change strategies that focus on one or two subject areas; and
- "More opportunities for students who are failing or who are at risk of failure to have extra instruction that is challenging, not remedial" (p. iv).

The authors state that "(d)istricts that succeed in supporting widespread and ongoing improvement in teaching practice have shifted their central offices from ones that manage dollars, programs, and people to ones focused on leading and supporting improved instruction" (p. 30). Active support and leadership from the district appear necessary for schools on a widespread basis to make significant improvements in classroom practice. The authors explore the new roles and relationships for districts to provide direction and support to schools.

3. Firestone, W.A. (1989). Using Reform: Conceptualizing District Initiatives. *Educational Evaluation and Policy Analysis*. 11(2). p. 151-164.

The Center for Policy Research in Education tracked reform in six states in their study of district and state reform. A total of 24 school districts were included from Arizona, California, Florida, Georgia, Minnesota, and Pennsylvania. The study methods included site visits to states and districts. Firestone writes that mandates and inducements are the primary means policymakers use to seek educational reform. However, he stresses neither "overcome skill deficits." To effectively implement state reform, districts require both the will and the capacity to make the necessary changes.

Firestone explains the functions that need to be performed for successful implementation of reform. He speculates that districts are best situated to perform these functions. Some of these functions are described below:

- Developing and selling a vision—both concept and operational procedures are needed for individuals to implement the ideas of the vision.
- Obtaining resources—this includes time, personnel, materials, and facilities. Knowledge and ideas are also key resources for reform. It often takes teachers "18 months or more to be able to use new procedures comfortably" (p. 159).
- Providing encouragement and recognition—social support and encouragement are important incentives. Both formal and informal acknowledgement can be effective.
- Adapting standard operating procedures—make changes in regulations to reflect reforms, budget the reforms, and provide orientation for newcomers.
- Monitoring the reform—monitor processes as well as results. Administrators need to pay attention to the reform, e.g., "management by wandering around" (p. 160).
- Handling disturbances—buffer from outside disturbances but also manage internal difficulties. Change requires stability.

District-school linkages facilitate reform—applying consistent pressure to improve, providing targeted support to schools to include coaching and training, and providing opportunities for "participation that gives teachers real influence over issues important to them with a minimum of time expenditure" (p. 161).

4. Marsh, J. (2001). *District Support for Teaching and Learning*. Research Brief. Washington DC: The National Clearinghouse for Comprehensive School Reform.

This Research Brief summarizes the literature on school districts' relationships with state education agencies, schools, and communities. The summary is based on the author's review of 13 studies that examined over eighty school districts. Districts are described as active change agents. The human, social, and physical capital of a district impact its "ability to bring about positive change." The organization and culture of the district influence the commitment and attitudes of teachers. School district authority and school autonomy are balanced in successful districts with a mix of loose and tight control. Schools need flexibility, but schools also follow district-level direction for consistency.

The author lists key areas in which superintendents should be involved with regard to comprehensive school reform:

- "Setting goals and selecting professional development activities,
- Supervising and evaluating staff, and
- Monitoring schools' activities" (p. 2).

The National Clearinghouse for Comprehensive School Reform recommends the following:

- "Create a culture of high quality teaching by expecting all levels of the district to focus on and support instruction.
- Emphasize professionalism among all staff members.
- Foster a collective identity by developing shared goals and values, creating opportunities for collaboration and building key norms into professional development programs.
- Structure time for ongoing professional development in which all staff members, including leaders, can participate.
- Assure the purchase and appropriate use of high quality materials.
- Establish clear expectations, but give schools responsibility and autonomy for meeting those expectations" (p. 2).

5. Massell, D. (2000). *The District Role in Building Capacity: Four Strategies*. Policy Briefs. Consortium for Policy Research in Education. Philadelphia, PA: University of Pennsylvania.

This Policy Brief reports research conducted over a two-year period involving 22 districts in California, Colorado, Florida, Kentucky, Maryland, Michigan, Minnesota, and Texas. Districts were selected for their improvements and standards-based reform initiatives, and site visits were conducted in 1998-1999. The author identified the following strategies that appeared most frequently in the districts in the study:

- "Interpreting and using data" for planning, aligning curriculum and assessment, evaluating staff, and identifying students that need additional help.
- "Building teacher knowledge and skills" through on-site assistance, facilitators, or instructional guides and teacher leaders who provide information and support to colleagues, and enlisting teacher participation in activities such as development of curriculum, assessment, and scoring guides.
- "Aligning curriculum and instruction," both vertically with the state and also horizontally across schools and district.
- "Targeting interventions to low-performing students and/or schools," providing additional resources and attention, oversight and feedback (p. 1).

The Policy Brief notes three challenges, on page 6-7, that districts need to consider:

- "Helping teachers and administrators to better understand how to use data to improve their performance."
- Moving "beyond a focus on test-taking skills to integrating standards and the philosophies of reform into their instructional core."
- Focusing and coordinating professional development to increase coherence with the goals as well as to meet the needs of new and "seasoned" staff.

6. McLaughlin, M. & Talbert, J. (2003). *Reforming Districts: How Districts Support School Reform. A Research Report*. Center for the Study of Teaching and Policy. Seattle, WA: University of Washington.

The researchers conducted a study of California school districts in the San Francisco Bay Area and San Diego City Schools over a four-year period. The researchers used multi-level, multi-method research approaches drawing from quantitative data from surveys and student assessment. Qualitative data came from a four-year case study of three reforming Bay Area districts. The researchers looked for patterns of district action that support the progress of school reform and examined practices over time. The researchers conclude that a fundamental perspective of reforming districts is they take themselves "as the focus for change and (have) a clear theory of change for the system" (p. 10).

"Key conditions that characterize reforming districts" include:

- "a system-approach to reform
- learning community at the central office level
- coherent focus on teaching and learning
- a stance of supporting professional learning and instructional improvement
- data-based inquiry and accountability" (p.10).

The researchers provide detailed descriptions around these characteristics. For example, to create a *coherent focus on teaching and learning* (see pages 14-17), reforming districts:

- "Adopt a system focus on instruction."
- Express clear, specific, and measurable instructional goals (e.g. literacy goals).
- Communicate a focus on teaching and learning to increase "consistency in programs and resources brought into the district."
- Set specific and understandable goals to guide budget decisions.
- Stay focused on teaching and learning to "protect their reform agenda in the face of a flood of initiatives and high stakes accountability measures coming at them from the state."
- "Seek out and use cutting-edge practices, most especially in professional development" by providing "site-based resources that reflect best thinking about how to foster teachers' learning and instructional capacity."
- Provide professional development for principals based on their needs.
- "Use some conventional district management tools in unconventional ways," (e.g. action research projects as an alternative for evaluation of tenured teachers).
- Engage central office staff "in an ongoing process of improving their practice in support of system reform."

The researchers conclude that "teachers and principal ratings of their district's professionalism and support track closely with district reform action, and district reform action predicts both schools' progress toward organizational conditions conducive to ongoing improvement and gains in students' academic performance across the system" (p. 20). They rebut several "myths" about districts and reform

efforts. One such myth is that "Teachers and schools resist a strong central office role." The researchers conclude that "(t)eachers and principals appreciate their strong district role because they feel the district provides both clear standards and effective support." They note the important lesson "is not necessarily the *strength* of the district role" that "affects teachers' morale and view of the district, but rather *what* that role is and *how* it is carried out" (p. 21).

7. Skrla, L., Scheurich, J.J., & Johnson, Jr., J.F. (2000). *Equity-Driven Achievement-Focused School Districts. A Report on Systemic School Success in Four Texas School Districts Serving Diverse Student Populations*. The Charles A. Dana Center. Austin, TX: University of Texas

This study is based on four school districts in Texas: Aldine, Brazosport, San Benito, and Wichita Falls. Originally 11 districts were identified as among the best examples of academic success for low income students. Four were selected from these in 1999 for in-depth study. To be selected, districts had to have more than 5,000 students with more than one-third high poverty campuses. They also needed to be rated as *recognized* or *exemplary* on accountability measures in the state. The research included site visits, interviews, shadowing some staff members, classroom observations, and data collection and analysis.

Five major themes emerged as findings:

- State context of accountability for achievement and equity—included moving to results-driven accountability and public access to disaggregated performance data for schools and districts.
- Local equity catalysts—driven by dissatisfaction with the status quo, issues of desegregation, and public accountability data.
- Ethical response of district leadership—vision, guiding philosophies, and sincere commitment to improving learning for all students, moving from beliefs to concrete actions based on the beliefs.
- District transformation—a focus on changing classroom teaching and learning and shared equity beliefs. "All children, regardless of their racial and SES differences, have the capability to learn and succeed at equally high academic levels…. It is the responsibility of all adults in the district to insure that all of the children succeed academically" (p. 20).
- Everyday equity—leads to changed assumptions about students and what they can learn.

The authors summarize <u>focused equity practices</u> as follows:

- "Generating, directing, and maintaining focus
- Developing and aligning curriculum and delivering instruction
- Building and supporting the capacity of people to contribute and lead
- Acquiring, allocating, and aligning fiscal, human, and material resources
- Collecting, interpreting, and using data and monitoring results
- Supervising, evaluating, and holding people accountable
- Refocusing energies, refining efforts, and ensuring continuous performance
- Creating and nurturing alliances" (p. 23).

The study suggests new <u>roles</u> for stakeholders as follows:

- Superintendent—keep the main focus of the district and the community on equitable and excellent learning.
- Principal—lead for equitable and excellent learning.

- Central office—support and assist principals and teachers in educating all students.
- Board members—set goals and establish policies that promote equitable and excellent learning.
- School district and community—work together to support equitable student learning.

8. Snipes, J., Doolittle, F., & Herlihy, C. (2002). *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement.* Washington DC: MDRC for the Council of the Great City Schools.

This research focused on four urban school districts: Houston, Sacramento, Charlotte-Mecklenburg, and New York City's Chancellor's District. (Two unnamed districts were used for comparison purposes.) The districts were selected using the following criteria: at least three years of improved overall student achievement; a narrowing of the differences between white and minority students; making more rapid progress than their states during that time frame; and representing different areas of the country.

This "exploratory" report attempts to determine what makes an effective district. The authors identify several key characteristics. The key points are as follows:

- Preconditions to provide a foundation for reform
  - School board role—setting policies and priorities to raise student achievement.
  - Shared vision—consensus among board and superintendent and a stable relationship.
  - Diagnosing situation—analyzing district strengths and weaknesses and factors related to achievement.
  - Selling reform—building concrete and specific goals, listening to the community, and conveying "urgency, high standards, and no excuses."
  - Improving operations—improving effectiveness, creating a sense of customer service, and fixing annoying problems.
  - Finding funds—shifting funds into instructional priorities and seeking additional funds.

- Educational Strategies
  - Setting goals—sets specific performance goals, builds consensus, sets timetables, and focuses relentlessly on goals.
  - Creating accountability—goes beyond state accountability and puts senior staff and principals on performance contracts tied to goals.
  - Focusing on lowest performing schools—uses school improvement process to drive schools forward, develops and uses a bank of interventions, shifts funds, provides extra help, and targets programs and quality teachers to lowest performing schools.
  - Unifying curriculum—adopts or develops uniform curriculum or framework for instruction, explicitly aligns grade to grade, uses pacing guides for classroom teachers, and uses scientifically-based reading curriculum.
  - Professional development—pushes for faithful implementation of curriculum, provides professional development to support curriculum, focuses on classroom practice, and provides teacher supports when needed.
  - Pressing reforms down—works to drive reforms all the way into the classroom, has a system to encourage and monitor reform, and takes responsibility for the quality of instruction.

- Using data—assesses student progress throughout the year, disaggregates data in different ways, and uses data to target interventions and professional development and to monitor student and school progress.
- Starting early—starts in early elementary grades and works into higher grades.
- Handling upper grades—begins to use more effective strategies with older students, provides additional instructional time for some students (e.g. double class periods) who are behind in basic skills, and increases AP courses in high schools.

In short, "the case study districts developed a consensus on reform priorities, created instructional coherence, and ensured that key instructional improvement strategies were implemented at the classroom level. The comparison districts, on the other hand, had not created the political and organizational preconditions for change to the same degree, had not developed clear goals and timelines regarding student performance, and had yet to develop a plan for achieving instructional coherence in their districts" (p. 6). The report includes considerable detail about the districts and their reform efforts.

9. Spillane, J.P. & Thompson, C.L. (1997). Reconstructing Conceptions of Local Capacity: The Education Agency's Capacity for Ambitious Instructional Reform. *Educational Evaluation and Policy Analysis*. 19(2). p. 185-203.

These researchers use data from a 5-year study on state policy and school districts in relation to mathematics and science education in Michigan. The authors say that district "capacity to support ambitious instruction consists to a large degree of [district] leader's ability to learn new ideas from external policy and professional sources and to help others within the district learn these ideas" (p. 187). The study highlights the unevenness of learning among the districts as they attempted to align curriculum substantively. The researchers identified "salient features of capacity, including knowledge, commitment and disposition, professional networks, trust and collaboration, time, staffing or labor, and materials" (p. 189). These concepts appear to fall into the categories of human and social capital and financial resources.

The authors explore the categories using evidence from the school districts in the study.

- Human capital includes knowledge, commitment, and disposition. Although separate dimensions, these are closely connected and interactive. The relationship between knowledge and commitment, for example, was reciprocal. As educators increased knowledge and understanding, their disposition to learn and commit to reform increased.
- Social capital includes trust and collaboration and is manifested in various professional networks. Social and human capital are also interrelated. The power of the networks, for example, depends upon the knowledge and commitment of the educators within them.
- Financial resources include time, staffing or labor, and materials. The effectiveness of financial resources depends upon human and social capital. Time for collaborative planning and looking at student work may not be used effectively if the individuals do not possess sufficient knowledge and commitment to the task. If there is hostility rather than trust among the members, collaboration will be thwarted.

District leaders are responsible for creating an environment to support teachers to learn about substantive reform ideas. They need the capacity for doing so. "The processes of learning and teaching by leaders and other teachers are generally iterative rather than linear" (p. 199). In other words, the leaders don't learn everything they need to know before teaching others. Trust is fundamental to the relationship between district leaders and teachers. The districts "that had made the greatest strides in reforming their mathematics and science programs were also ones with a strong sense of trust among educators within the district" (p. 195). Where trust and norms for collaboration are high, educators experience a better learning environment. The authors conclude that districts rich in human and social capital will get richer in the "human capital that ultimately matters most—the knowledge, skills, and dispositions that teachers need to teach challenging subject matter effectively to a broad array of students" (p. 199).

10. Togneri, W. & Anderson, S.E. (2003). *Beyond Islands of Excellence: What Districts Can Do To Improve Instruction and Achievement in All Schools*. Washington DC: Learning First Alliance.

Five high poverty school districts in five states that were improving student achievement were selected for this study by Learning First Alliance. The districts are Aldine, Texas; Chula Vista Elementary, California; Kent County, Maryland; Minneapolis, Minnesota; and Providence, Rhode Island. The districts exhibited success in increasing student achievement in mathematics and/or reading over three or more years across grade levels and race/ethnicity groups. The districts had at least 25 percent of their students eligible for a free or reduced-price lunch. The districts also had "a reputation for effective professional development practices based on recommendations from education leaders" (p. 2).

The authors present 10 findings about these districts (see p. 5-8):

- "Districts had the courage to acknowledge poor performance and the will to seek solutions."
- "Districts put in place a system-wide approach to improving instruction." The approach focused on student learning, articulated coherent curricular content and provided instructional supports, required accountability, distributed leadership across stakeholders, and strategically allocated financial and human resources.
- "Districts instilled visions that focused on student learning and guided instructional improvement." The vision was clearly to "drive programmatic and financial decisions at every level of the system."
- "Districts made decisions based on data, not instinct."
- "Districts adopted new approaches to professional development" that involved a "coherent and district-organized set of strategies to improve instruction." The approaches provided support to new teachers, helped school staff use data, and allocated financial resources to improving instruction and achievement.
- "Districts redefined leadership roles." "Superintendents used central office policies, structures, and human resources to guide instructional improvement."
- "Districts committed to sustaining reform over the long haul." Districts understood reform takes time. "They set their courses and stayed with them for years.

The researchers and the districts being studied acknowledge the challenges that remain. The districts demonstrated improvement, but not all are high achieving. There also may be other initiatives or factors that contributed to the progress districts experienced that were not part of the study. The report provides considerable detail about the characteristics, vision, and practices of the study districts. It concludes with 10 lessons learned:

1. "Districts can make a difference.
2. Let truth be heard.
3. Focus on instruction to improve student achievement.
4. Improving instruction requires a coherent systemwide approach.
5. Make decisions based on good data.

6. Rethink professional development.
7. Everyone has a role to play in improving instruction.
8. Working together takes work.
9. There are no quick fixes.
10. Current structures and funding limit success" (p. 49-50).

Matrix of Ten Research Studies

These 10 studies were selected from a bibliography of about 80 research studies and articles related to improved school districts. This cross section of reports illustrates the themes that emerge related to districts' policies, programs and practices for improving student learning. The studies are predominately descriptive case studies and cause–effect relationships have not been determined. The themes inform the work of improving schools and districts but should not be considered prescriptive.

	Effective Leadership			***Quality Teaching and Learning***				***Support for Systemwide Improvement***			***Clear & Collaborative Relationships***		
Study	**Focus on all students learning**	**Dynamic/distributed leadership**	**Sustained improvement efforts**	**High expectations for adults**	**Aligned curriculum & assess**	**Coordinated/embedded prof dev**	**Quality classroom instruction**	**Effective use of data**	**Strategic resource allocation**	**Policy/program coherence**	**Prof. culture & collaboration**	**School & district roles /relations**	**Interpret/manage external envir**
1. Cawelti, Protheroe 2001	X	X	X	X	X	X	X	X	*			X	
2. David, Shields 2001	*	X	X	X	X	X	X	X	X	X	X	*	X
3. Firestone 1989	X	X	X	X		X			X	X	X	X	X
4. Marsh 2001	X	X	X	X		X	X		X		X	X	
5. Massell 2000		X	X		*	X	X	X	X	X	X	X	
6. McLaughlin, Talbert 2003	X	X	X	*	*	X	X	X	X	X	X	X	*
7. Skrla et al. 2000	X	X	X	X	X	X	X	X	X	X		X	X
8. Snipes et al. 2002	X	X	X	X	X	X	X	X	X	X		X	X
9. Spillane, Thompson 1997	X	X	X		X	X	X		X		X	X	*
10. Togueri, Anderson 2003	X	X	X	X	X	X	X	X	X	X	X	X	X

X indicates theme is explicitly discussed in the report.
* indicates the theme is strongly implied.

ITEM # 35

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
No Child Left Behind Act of 2001: Adopt Proposed Revision of *California Code of Regulations*, Title 5, Section 6113 to Meet Highly Qualified Requirements for Local Educational Agencies Pertaining to Rural Flexibility	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take one of the following actions:

1. Approve revisions to the proposed regulations with technical changes and direct staff to circulate the proposed regulations for another 15-day public comment period. If no objections to these latest revisions are received, direct staff to complete the rulemaking package and submit it to the Office of Administrative Law; if substantive objections are received staff will place the proposed regulations on the SBE's May agenda, or

2. Approve the proposed regulations with technical changes and direct staff to complete the rulemaking package and submit it to the Office of Administrative Law.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved the commencement of the rulemaking process for the proposed revisions to the No Child Left Behind (NCLB) Teacher Requirements Regulations (*Education Code* Section 6113) to include rural flexibility options at the January 2006 meeting.

SUMMARY OF KEY ISSUES

The CDE received new guidance from the U.S. Department of Education (ED) in August 2005, regarding highly qualified status for teachers teaching in schools designated as small rural schools under the Federal Small Rural School Achievement program. Title 5 Regulations are needed to implement the guidance and enable eligible teachers to obtain additional time to meet NCLB teacher requirements.

A public hearing is scheduled for March 6, 2006, at the CDE.

FISCAL ANALYSIS (AS APPROPRIATE)

No additional fiscal impact is anticipated because local educational agencies are already required to assure that their teachers will be highly qualified in accordance with NCLB guidelines.

ATTACHMENT(S)

Attachment 1: Initial Statement of Reason (2 pages)

Attachment 2: Notice of Proposed Rulemaking (5 pages)

Attachment 3: Title 5, EDUCATION, Division 1, California Department of Education Chapter 6. Certified Personnel, Subchapter 7. No Child Left Behind Teacher Requirements, Article 3. Middle and High School Level Teachers (3 pages)

Attachment 4: Economic and Fiscal Impact Statement (PDF file) (6 Pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

A last minute memorandum will be provided after the public hearing on March 6, 2006.

Initial Statement of Reasons

SECTION 6113. No Child Left Behind Teacher Requirements Rural Flexibility

SPECIFIC PURPOSE OF THE REGULATION

The proposed regulations will establish new flexibility for teachers employed by rural schools that are eligible to participate in the Small Rural School Achievement (SRSA) program to achieve certification as a highly-qualified teacher under the No Child Left Behind federal mandate of 2002.

NECESSITY/RATIONALE

This proposed Title 5 regulation amends the existing regulations under the No Child Left Behind (NCLB) Teacher Requirements. The U.S. Department of Education Non-Regulatory Guidance for the NCLB Title II, Part A, Improving Teacher Quality State Grants, received August 3, 2005, establishes Federal guidance for new flexibility for teachers in rural settings to achieve certification as highly qualified under NCLB.

The regulation is proposed to:

- Extends the length of time teachers of multiple core academic subjects have to satisfy the requirements of the No Child Left Behind (NCLB) Act. The additional time increases the time period in which LEAs must certify that 100 percent of their core academic subject classes are taught by highly qualified teachers.

- In addition, the extended timeline will increase teachers' commitment to, and tenure in, small, rural schools that frequently have difficulty recruiting and retaining qualified teachers because of the added commitment to professional development required of participating districts.

The proposed regulation Section 6113 clarifies the requirements SRSA-designated LEAs must follow in order to use this new flexibility, which include:

- When hired, the teacher must meet highly qualified status in at least one core academic subject they are assigned to teach.

- Provide high-quality professional development that increases the teachers' content knowledge in the additional subjects they teach.

- Provide mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become highly qualified in the additional core academic subject(s) they teach.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDY, REPORTS, OR DOCUMENTS

The State Board did not rely upon any technical, theoretical or empirical studies, reports or documents in proposing the adoption of this regulation.

REASONABLE ALTERNATIVE TO THE REGULATION AND THE AGENCY'S REASONS FOR REJECTING THOSE ALTERNATIVES

There is no alternative to adopting the regulation since the NCLB Teacher Requirements is a Federally-mandated program. This proposed regulation actually eases time restrictions for teachers employed in a SRSA-designated LEA from becoming highly qualified by the end of the 2005-06 school year to achieving highly-qualified status by the end of the 2006-07 school year, and a newly-hired teacher in a SRSA-designated LEA receiving three years from date of hire to become highly qualified.

No other alternatives were presented to or considered by the State Board.

REASONABLE ALTERNATIVES TO THE PROPOSED REGULATORY ACTION THAT WOULD LESSEN ANY ADVERSE IMPACT ON SMALL BUSINESS

There is no alternative to adopting the regulation that would lessen any adverse impact on small business since the NCLB Teacher Requirements is a Federally-mandated program.

EVIDENCE SUPPORTING FINDING OF NO SIGNIFICANT ADVERSE ECONOMIC IMPACT ON ANY BUSINESS

There is no alternative to adopting the regulation that would lessen any adverse impact on small business since the NCLB Teacher Requirements is a Federally-mandated program.

The proposed revised regulation would not have a significant adverse economic impact on any business because the regulation only applies to Local Education Agencies (LEAs) and their sub-grantees.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Room 5111
Sacramento, CA 95814

NOTICE OF PROPOSED RULEMAKING
AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS
REGARDING RURAL FLEXIBILITY – NO CHILD LEFT BEHIND TEACHER (NCLB) REQUIREMENTS

[Notice published January 20, 2006]

NOTICE IS HEREBY GIVEN that the State Board of Education (State Board) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education staff, on behalf of the State Board, will hold a public hearing beginning at **1:00 p.m. on March 6, 2006**, at 1430 N Street, Room 1801, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at (916) 319-0155 or by e-mail to regulations@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on March 6, 2006**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the State Board may adopt the proposed regulations substantially as described in this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Section 12001, Education Code.

Reference: 20 USC 7801(23), 20 USC 6319(a) and Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance December 19, 2002 and August 5, 2005.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Federal law under No Child Left Behind Act (NCLB) requires that all teachers of core academic subjects meet the federal definition of “highly qualified teacher” no later than the end of the 2005-06 school year. Schools that receive Title 1 funds are currently required to hire only teachers that meet the federal definition of “highly qualified teacher.” Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (NCLB Section 9101).

While federal law defines the dates for establishing compliance with the law, additional flexibility has been offered by the ED for specific single subject credentialed teachers in identified small rural schools. The proposed regulation will establish new flexibility for teachers employed by rural schools, eligible to participate in the Small Rural School Achievement (SRSA) program, to achieve certification as a highly-qualified teacher.

Specifically, the proposed Rural Flexibility title 5 regulation addresses new guidance received August 3, 2005, in the U.S. Department of Education Non-Regulatory Guidance for the NCLB Title II, Part A, Improving Teacher Quality State Grants. The proposed regulation addresses the issue of middle and high school teachers who are assigned to teach multiple core academic subjects at the secondary level in small rural schools. Under this flexibility, states may permit covered local educational agencies (LEA) that currently employ teachers in small rural schools who teach multiple subjects and are highly qualified in at least one core academic subject they teach, but do not meet all the criteria for a highly qualified teacher in each of the core academic subjects they teach, to have until the end of the 2006-07 school year to be highly qualified in each core subject they teach. Eligible, newly hired teachers in

these covered LEAs will have three years from the date of hire to become highly qualified in each core academic subject that they teach. This flexibility is offered to all LEAs that are eligible to participate in the SRSA program.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The State Board has made the following initial determinations:

Mandate on local agencies or school districts: TBD

Cost or savings to state agencies: TBD

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: TBD

Other non-discretionary cost or savings imposed on local educational agencies: TBD

Cost or savings in federal funding to the state: TBD

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: TBD

Cost impacts on a representative private person or businesses: The State Board is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations will not 1) create or eliminate jobs within California; 2) create new businesses or eliminate existing businesses within California; or 3) affect the expansion of businesses currently doing business within California.

Effect on housing costs: TBD

Effect on small businesses: The proposed amendments to the regulations do not have an effect on small businesses because the regulations only relate to local school districts and not to business practices.

CONSIDERATION OF ALTERNATIVES

The State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective and less burdensome to affected private persons than the proposed action.

The State Board invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Lynda Nichols, Education Programs Consultant
Roxane Fidler, Education Program Consultant
Professional Development and Curriculum Support Division
California Department of Education
1430 N Street, Room 4309
Sacramento, CA 95814
L. Nichols – Telephone: (916) 323-5822
E-mail: lnichols@cde.ca.gov
R. Fidler – Telephone: (916) 323-4861
E-mail: rfidler@cde.ca.gov

INITIAL STATEMENT OF REASONS AND INFORMATION

The State Board has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the proposal is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the Department of Education's web site at http://www.cde.ca.gov/re/lr/rr.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Lynda Nichols, Curriculum Leadership, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 323-5822; fax, (916) 323-2807. It is recommended that assistance be requested at least two weeks prior to the hearing.

Title 5. EDUCATION

Division 1. California Department of Education
Chapter 6. Certified Personnel
Subchapter 7. No Child Left Behind Teacher Requirements
Article 3. Middle and High School Level Teachers

§ 6110. Middle and High School Teachers.

A teacher who meets NCLB requirements at the middle and secondary levels is one who:

(1) Holds at least a bachelor's degree, and

(2) Is currently enrolled in an approved intern program for less than three years or has a full credential, and

3) Meets the applicable requirements in ~~S~~section 6111 or 6112.

NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC 7801(23), 20 USC 6319(a) and Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance December 19, 2002.

§ 6111. Middle and High School Teachers New to the Profession.

(a) A teacher who meets NCLB requirements and is new to the profession at the middle and high school levels, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential in the subject taught, must have passed or completed one of the following for every core subject currently assigned:

(1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,

(2) University subject matter program approved by the Commission on Teacher Credentialing,

(3) Undergraduate major in the subject taught,

(4) Graduate degree in the subject taught, or

(5) Coursework equivalent to undergrad major.

(b) A new special education teacher who is currently enrolled in an approved special education intern program for less than three years or who holds a special education credential, and can demonstrate subject matter competence in mathematics, language arts, or science, may demonstrate competence in the other core academic subjects in which the teacher teaches through the High Objective Uniform State Standard Evaluation contained in ~~A~~article 2, ~~S~~section 6104 not later than two years after date of employment.

NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC 7801(23), 20 USC 6319(a) and Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance December 19, 2002.

§ 6112. Middle and High School Teachers Not New to the Profession.

A teacher who meets NCLB requirements and is not new to the profession at the middle and high school levels, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have passed or completed one of the following for every core subject currently assigned:

(1) A validated statewide subject matter examination that the Commission on Teacher Credentialing has utilized to determine subject matter competence for credentialing purposes~~.~~,

(2) University subject matter program approved by the Commission on Teacher Credentialing,

(3) Undergraduate major in the subject taught,

(4) Graduate degree in the subject taught,

(5) Coursework equivalent to undergrad major,

(6) Advanced certification or credentialing (National Board Certification), or

(7) The high objective uniform state standard evaluation pursuant to ~~A~~article 2, ~~S~~section 6104.

NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC 7801(23), 20 USC 6319(a) and Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance December 19, 2002.

§ 6113. Middle and High School Teachers Rural Flexibility.

(a) A teacher hired by a small, rural LEA, as defined by the Small Rural School Achievement (SRSA) program, after the end of the 2003-04 school year, to teach multiple subjects must meet NCLB requirements in at least one core academic subject assigned but will have three years from the date of hire to obtain highly qualified status in all other core academic subjects assigned to teach.

(b) A teacher hired by a rural LEA, as defined by the Small Rural School Achievement (SRSA) program, before the end of the 2003-04 school year, to teach multiple subjects must meet NCLB requirements in at least one core academic subject assigned but will have until the end of the 2006-07 school year to obtain highly qualified status in all other core academic subjects assigned to teach.

(c) In order to use this flexibility, covered LEAs will need to:

(1) provide high-quality professional development that increases the teachers' content knowledge in the additional subjects they teach; and

(2) provide mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become highly qualified in the additional core academic subject(s) they teach.

NOTE: Authority cited: Section 12001, Education Code. Reference: 20 USC 7801(23), 20 USC 6319(a) and Improving Teacher Quality State Grants Title II, Part A Non-Regulatory Draft Guidance ~~December 19, 2002~~ August 5, 2005.

11/02/05

ITEM # 36

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Reading First: Regulations – Approve Proposed Regulations for Reading First Achievement Index/Definition of Significant Progress	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take one of the following actions:

1. Approve revisions to the proposed regulations with technical changes and direct staff to circulate the proposed regulations for another 15-day public comment period. If no objections to these latest revisions are received, direct staff to complete the rulemaking package and submit it to the Office of Administrative Law; if substantive objections are received staff will place the proposed regulations on the SBE's May agenda, or

2. Approve the proposed regulations with technical changes and direct staff to complete the rulemaking package and submit it to the Office of Administrative Law.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

On August 23, 2002, the U.S. Department of Education approved California's Reading First Plan. The SBE is designated as the state educational agency (SEA) for the program.

The SEA responsibilities are delineated in Exhibit XIII of the plan. The SBE is assigned the responsibility to "approve the definition of what constitutes 'making significant progress for the local educational agencies annual benchmark on student achievement.'"

On November 9, 2005, the SBE considered the proposed definition of significant progress recommended by the Reading First Reading and Literacy Partnership Team. The CDE presented the proposal but noted that some of the language in the item needed clarification. The CDE agreed to submit a corrected proposal at the January SBE meeting with draft regulations.

SUMMARY OF KEY ISSUES

The Reading First Reading and Literacy Partnership Team, convened on October 19, 2005, unanimously accepted the recommendation to use the Reading First Achievement Index score as the measure for significant progress.

A measure of significant progress is a federal Reading First program requirement and is addressed in California's state plan. The measure will be used to determine if an LEA should be discontinued in the Reading First program.

On January 12, 2006, the SBE approved the draft regulations for the measure of significant progress and the Notice of Proposed Rulemaking was published on January 20, 2006. The period for public comment ends March 6, 2006.

FISCAL ANALYSIS (AS APPROPRIATE)

A measure of significant progress will be applied to districts to determine whether they will continue to receive funding for the remainder of the grant period following their fourth year of funding. Those districts that do not meet the standard for significant progress will not be recommended for additional funding. These funds will become available for use in the Reading First program.

ATTACHMENT(S)

Attachment 1: INITIAL STATEMENT OF REASONS Reading First Program (2 Pages)

Attachment 2: Notice of Proposed Rulemaking Amendment To Title 5, California Code of Regulations Regarding Reading First – Significant Progress (4 Pages)

Attachment 3: TITLE 5. Education Division 1. California Department of Education Chapter 11. Special Programs (2 Pages)

Attachment 4: The Reading First Reading and Literacy Partnership Team's Recommendation for Significant Progress (1 Page)

Attachment 5: Economic and Fiscal Impact Statement (PDF File) (6 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

A last minute memorandum will be provided after the public hearing on March 6, 2006.

INITIAL STATEMENT OF REASONS
Reading First Program

Subchapter 22.5 Reading First Achievement Index

SPECIFIC PURPOSE OF THE PROPOSED REGULATION

The proposed regulation provides a measure, The Reading First Achievement Index (RFAI), to determine whether a district is making "significant progress" in improving reading achievement in kindergarten through grade three in Reading First schools. The proposed regulation provides a clear standard to determine whether a district and its participating schools have attained "significant progress" and merits continued funding for the remainder of the grant period following their fourth year of participation in the Reading First program.

NECESSITY/RATIONALE

A. "Significant Progress" should be defined by the Reading First Achievement Index (RFAI) so that the California Department of Education can assess the progress being made by an LEA in improving student reading achievement in Reading First.

Reading First is part of the federal No child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and is authorized in California under Education Code Section 51700. Both federal and state laws require the State to adopt a clear and consistent measure to determine whether schools and districts are making significant progress in improving the reading achievement of their kindergarten through grade three students. The proposed regulations establish the RFAI as a precisely defined standard to measure "significant progress". The RFAI is comprised of three reading achievement measures.

B. "Significant Progress" should be defined by the RFAI so that the California Department of Education has an objective measure to apply to Reading First districts and schools to determine if an LEA should continue to receive funding or be discontinued.

Both federal and state laws require the State to adopt clear processes and procedures for continuation and discontinuation of Reading First subgrants to districts. These procedures must be objectively defined so that there is no ambiguity or confusion. The RFAI is comprised of three reading achievement measures: the Standardized Testing and Reporting Program, California Standards Test (STAR/CST; the STAR California Achievement Test/6 (STAR/CAT/6); and the California Technical Assistance Center (C-TAC) End-of-year Assessments. By using a weighted index of these three measures, the RFAI, the proposed regulations establish an unambiguous standard for reading achievement that rewards active improvement efforts and discourages continuation of ineffective practice.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDY, REPORTS, OR DOCUMENTS

The State Board of Education (SBE) did not rely upon any technical, theoretical, and/or empirical study, reports, or documents in proposing the adoption of this regulation.

REASONABLE ALTERNATIVES TO THE REGULATIONS AND THE AGENCY'S REASONS FOR REJECTING THOSE ALTERNATIVES

No other alternatives were presented or considered by the SBE.

REASONABLE ALTERNATIVES TO THE PROPOSED REGULATORY ACTION THAT WOULD LESSEN ANY ADVERSE IMPACT ON SMALL BUSINESS

The SBE has not identified any adverse impact on small business that would necessitate developing alternatives to the proposed regulatory action.

EVIDENCE SUPPORTING FINDING NO SIGNIFICANT ADVERSE ECONOMIC IMPACT ON ANY BUSINESS

The proposed regulatory change would not have a significant adverse economic impact on any business because the regulations only relate to local school districts and not to business practices.

STATE OF CALIFORNIA ARNOLD SCHWARZENEGGER, *Governor*

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Room 5111
Sacramento, CA 95814

NOTICE OF PROPOSED RULEMAKING
AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS
REGARDING READING FIRST – SIGNIFICANT PROGRESS

[Notice published January 20, 2006]

NOTICE IS HEREBY GIVEN that the State Board of Education (State Board) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education staff, on behalf of the State Board, will hold a public hearing beginning at **10:00 a.m. on March 6, 2006**, at 1430 N Street, Room 6102, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at (916) 319-0155 or by e-mail to dstrain@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on March 6, 2006**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the State Board may adopt the proposed regulations substantially as described in this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Sections 12001, 12032 and 33031, Education Code.

Reference: Section 51700, Education Code; 20 USC 6361 et seq. (Title I, Part B, federal No Child Left Behind Act), California's Approved Reading First Plan as approved by the United States Department of Education on August 23, 2002.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

California's Reading First Plan, as approved by the United States Department of Education on August 23, 2002, requires the State to have a clear definition of "significant progress" in order to determine which Reading First districts will continue to receive funding and which will be discontinued. The proposed regulation serves two purposes: (1) it defines the criteria to determine progress in improving reading achievement for schools and districts through an index approach known as the Reading First Achievement Index (RFAI), and (2) it defines "significant progress" and provides how the RFAI will be applied to determine whether a district has made "significant progress" after the fourth year of funding in order to be entitled to continue to receive funding.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The State Board has made the following initial determinations:

Mandate on local agencies or school districts: TBD

Cost or savings to state agencies: TBD

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: TBD

Other non-discretionary cost or savings imposed on local educational agencies: TBD

Cost or savings in federal funding to the state: TBD

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: TBD

Cost impacts on a representative private person or businesses: The State Board is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations may 1) create or eliminate jobs within California; 2) create new businesses within California; or 3) cause the expansion of businesses currently doing business within California.

Effect on housing costs: TBD

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because they relate only to school districts and not to small business practices.

CONSIDERATION OF ALTERNATIVES

The State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective and less burdensome to affected private persons than the proposed action.

The State Board invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Jeff Cohen, Education Program Consultant
Professional Development and Curriculum Support Division
California Department of Education
1430 N Street, Room 4309
Sacramento, CA 95814
Telephone: (916) 323-6440

INITIAL STATEMENT OF REASONS AND INFORMATION

The State Board has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the regulation is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the Department of Education's web site at http://www.cde.ca.gov/re/lr/rr.

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Jeffrey Cohen, Professional Development and Curriculum Support Division, 1430 N Street, Room 4309, Sacramento, CA, 95814; telephone, (916) 323-6440; fax, (916) 323-2806. It is recommended that assistance be requested at least two weeks prior to the hearing.

TITLE 5. Education

Division 1. California Department of Education

Chapter 11. Special Programs

Subchapter 22.5 Reading First Achievement Index/Definition of Significant Progress

§ 11991. Reading First Achievement Index.

(a) The California Reading First Plan, approved by the United States Department of Education on August 23, 2002, requires that an external, independent evaluator under contract to the California Department of Education develop criteria to determine progress for Reading First districts and schools. To comply with this requirement, the Reading First Achievement Index (RFAI) was created and is comprised of the following three achievement measures:

(1) The Standardized Testing and Reporting Program, California Standards Test (STAR/CST), English Language Arts, for grades two and three;

(2) The STAR, California Achievement Test/6 English Language Arts, (STAR/CAT/6) for grade three;

(3) The California Technical Assistance Center (C-TAC), End-of-Year Reading Assessments for grades kindergarten through three.

(b) The RFAI is calculated annually and is computed in the following manner:

(1) Sixty (60) percent of the total RFAI score is calculated from STAR/CST for English/Language Arts, which is comprised of 30 percent from the second grade CST and 30 percent from the third grade CST. The score is generated through weights set by performance levels as follows: a “0” score for students scoring “far below basic” and “below basic”; a “0.5” score for students scoring at the “basic” level; and a “1.0” for students scoring “proficient” and above.

(2) Ten (10) percent of the total RFAI score is calculated from STAR/CAT/6 for the third grade, which is comprised of 6 percent for subtests in Reading, 2 percent for subtests in Language, and 2 percent for subtests in Spelling.

(3) Thirty (30) percent of the total RFAI Score is calculated from C-TAC End-of Year Assessment Tests, which is comprised of 5 percent for kindergarten (7 subtests),

10 percent for first grade Oral Fluency, 10 percent for second grade Oral Fluency, and 5 percent for third grade Oral Fluency.

(c) The result of the calculation described in part (b) above is a two digit weighted percentage index score (the RFAI) that describes reading achievement for Reading First Schools.

Note: Authority cited: Sections 12001, 12032 and 33031, Education Code. Reference: Section 51700, Education Code; 20 USC 6361 et seq. (Title I, Part B, federal No Child Left Behind Act), California's Reading First Plan as approved by the United States Department of Education on August 23, 2002.

§ 11991.1. Defining Significant Progress/Continuance of Reading First Funding.

In order to continue to receive Reading First Funding, a local educational agency (LEA) must achieve "significant progress" which is defined as having more than half of the LEA's schools score above one standard deviation below the mean on the RFAI for the LEA's cohort. A cohort is made up of all the LEAs that were funded in the same round of subgrant competition LEAs not meeting this standard are deemed not to have made "significant progress" and funding is discontinued. The standard for significant progress is applied after the fourth year of funding.

Note: Authority cited: Sections 12001, 12032 and 33031, Education Code. Reference: Section 51700, Education Code; 20 USC 6362 (Title I, Part B, federal No Child Left Behind Act), California's Reading First Plan as approved by the United States Department of Education on August 23, 2002.

12/0705

The Reading First Reading and Literacy Partnership Team's Recommendation for Significant Progress

In order to continue to receive Reading First Funding, a local educational agency (LEA) must achieve "significant progress" which is defined as having more than half of the LEA's schools score above one standard deviation below the mean on the Reading First Achievement Index for the LEA's cohort. A cohort is made up of all the LEAs that were funded in the same round of subgrant competition. LEAs not meeting this standard are deemed not to have made "significant progress" and funding is discontinued. The standard for significant progress is applied after the fourth year of funding.

ITEM # 37

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Environmental Effect of the Proposed Unification of Etna Union High School District with Etna Union Elementary School District, Fort Jones Union School District, and Quartz Valley School District in Siskiyou County	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt a Negative Declaration (Attachment 1), which concludes that the proposed unification would not have any significant effects on the environment.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has not heard this issue previously.

SUMMARY OF KEY ISSUES

The SBE is the lead agency for all aspects of school district unifications, including reviewing potential impacts on the environment in accordance with the California Environmental Quality Act (CEQA) and State CEQA guidelines. The CDE has completed the CEQA Initial Study (Attachment 2). The study describes the project and its potential impacts on the environment.

A copy of the Initial Study and Negative Declaration, concluding that the proposed unification would not have any significant effects on the environment, has been filed with the State Clearinghouse for state agency review. Also, the Siskiyou County Clerk's Office, the Etna Union High School District, the Etna Union Elementary School District, the Fort Jones Union School District, and the Quartz Valley School District have posted a copy of the Initial Study and Negative Declaration for public review. Furthermore, a notice of the availability and intent to consider a Negative Declaration for the proposed unification, and the location and time of the public hearing, have been published in a local newspaper of general circulation. Any comments from this public review period that are received by CDE will be forwarded to the SBE or presented verbally at the public hearing.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal effect to adopting the Proposed Negative Declaration.

ATTACHMENT(S)

Attachment 1: Proposed Negative Declaration (2 Pages)

Attachment 2: Initial Study/Proposed Negative Declaration for the Unification of Etna Union High School District with Etna Union Elementary School District, Fort Jones Union School District, and Quartz Valley School District in Siskiyou County (65 Pages)

PROPOSED NEGATIVE DECLARATION

Project: Unification of the Etna Union High School District in Siskiyou County

Lead Agency: California State Board of Education (SBE)

Availability of Documents: The Initial Study (IS) for this Negative Declaration (ND) is available for review at the following locations:

California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

Etna Union High School District
501 Howell Avenue
Etna, CA 96027

Etna Union Elementary School District
Collier Way
Etna, CA 96027

Fort Jones Union School District
11501 Mathews Street
Fort Jones, CA 96032

Quartz Valley School District
11033 Quartz Valley Road
Fort Jones, CA 96032

Siskiyou County Office of Education
609 South Gold Street
Yreka, CA 96097

Project Description

The Governing Boards of the Etna Union High School District (EUHSD), the Etna Union Elementary School District (EUESD), the Fort Jones Union School District (FJUSD), and the Quartz Valley School District (QVSD) propose to unify, i.e., merge, the four districts into a single unified district. EUHSD, EUESD, FJUSD, and QVSD are located in the Scott Valley area of Siskiyou County, California. EUHSD serves 352 students in grade levels seven through twelve, whereas EUESD and QVSD have enrollments of 247 and 48 kindergarten through eighth grade students, respectively, and FJUSD has 116 kindergarten through sixth grade students. Together, the four districts serve 763 students. The Forks of Salmon School District (enrollment of 14 kindergarten through eighth grade students) is a fourth component school district of EUHSD, and secondary students residing in this district would continue to attend their same high schools. The SBE previously approved exclusion of the Forks of Salmon School District from the unification.

EUHSD operates three school sites: one comprehensive high school (Etna High School) with 255 students in ninth through twelfth grade, one continuation school (Scott River High School) with 21 students in ninth through twelfth grade, one junior high school (Scott Valley Junior High School) with 72 students in seventh through ninth grade. EUHSD also operates two community day schools with a total enrollment of four students. The junior high school site is located in the city of Fort Jones, while the other sites are in the city of Etna. EUESD has one school facility in the city of Etna that contains an elementary school (208 kindergarten through sixth grade students), a charter school (37 seventh and eighth grade students) and a community day school with two students. FJUSD has one site in the city of Fort Jones, containing 114 kindergarten through sixth grade students and a community day school with two students. QVSD has a single school site, on the outskirts of the city of Fort Jones, serving 48 kindergarten through eighth grade students. All eighth grade students move on to EUHSD for their secondary education.

All four districts have separate administrative structures (e.g., superintendent, business office and student support services). There are separate administrative facilities for each of the four districts—district administrative offices for each elementary district are located in one of the district's school facilities while the high school administrative office is located on a separate site.

The proposed unification is a discretionary action that would not lead to physical changes in the environment. The proposed unification would not cause changes in administrative staffing levels or their commute patterns, student enrollment levels or their school locations, or bus routing or maintenance practices. The proposed unification would not create a need for nor propose new or modified school facilities in either affected school district.

Findings

An IS has been prepared to assess the proposed project's potential effects on the environment and the significance of those effects. Based on the IS, it has been determined that the proposed unification would not have any significant effects on the environment. This conclusion is supported by the following finding:

1. The proposed unification would not have a significant effect related to aesthetic resources, agricultural resources, air quality, biological resources, cultural resources, geology and soils, hazards and hazardous materials, hydrology and water quality, land use and planning, mineral resources, noise, population and housing, public services, recreation, transportation and traffic, and utilities and service systems.

A copy of the IS is attached. Questions or comments regarding this ND and IS may be addressed to:

Larry Shirey, Field Representative
Financial Accountability and Information Services
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814
Telephone: (916) 322-1468

Pursuant to Section 21082.1 of the California Environmental Quality Act, the SBE has independently reviewed and analyzed the IS and ND for the proposed project and finds that the IS and ND reflect the independent judgment of the SBE. Adoption of the ND occurs with the signature below.

_____ _____

President Date
California State Board of Education

(To be signed upon adoption of the ND after the public review period is completed.)

INITIAL STUDY / NEGATIVE DECLARATION

for the

UNIFICATION OF ETNA UNION HIGH SCHOOL DISTRICT WITH ETNA UNION ELEMENTARY SCHOOL DISTRICT, FORT JONES UNION SCHOOL DISTRICT, AND QUARTZ VALLEY SCHOOL DISTRICT IN SISKIYOU COUNTY

Prepared for:

California State Board of Education
1430 N Street, Suite 5111
Sacramento, CA 95814

Prepared by:

California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

Contact:

Larry Shirey
Field Representative
(916) 322-1468

October 27, 2005

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PROPOSED NEGATIVE DECLARATION

Project: Unification of the Etna Union High School District in Siskiyou County

Lead Agency: California State Board of Education (SBE)

Availability of Documents: The Initial Study (IS) for this Negative Declaration (ND) is available for review at the following locations:

California Department of Education
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Sacramento, CA 95814

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Etna Union Elementary School District
Collier Way
Etna, CA 96027

Fort Jones Union School District
11501 Mathews Street
Fort Jones, CA 96032

Quartz Valley School District
11033 Quartz Valley Road
Fort Jones, CA 96032

Siskiyou County Office of Education
609 South Gold Street
Yreka, CA 96097

Project Description

The Governing Boards of the Etna Union High School District (EUHSD), the Etna Union Elementary School District (EUESD), the Fort Jones Union School District (FJUSD), and the Quartz Valley School District (QVSD) propose to unify, i.e., merge, the four districts into a single unified district. EUHSD, EUESD, FJUSD, and QVSD are located in the Scott Valley area of Siskiyou County, California. EUHSD serves 352 students in grade levels seven through twelve, whereas EUESD and QVSD have enrollments of 247 and 48 kindergarten through eighth grade students, respectively, and FJUSD has 116 kindergarten through sixth grade students. Together, the four districts serve 763 students. The Forks of Salmon School District (enrollment of 14 kindergarten through eighth grade students) is a fourth component school district of EUHSD, and secondary students residing in this district would continue to attend their same high schools. The SBE previously approved exclusion of the Forks of Salmon School District from the unification.

EUHSD operates three school sites: one comprehensive high school (Etna High School) with 255 students in ninth through twelfth grade, one continuation school (Scott River High School) with 21 students in ninth through twelfth grade, one junior high school (Scott Valley Junior High School) with 72 students in seventh through ninth grade. EUHSD also operates two community day schools with a total enrollment of four students. The junior high school site is located in the city of Fort Jones, while the other sites are in the city of Etna. EUESD has one school facility in the city of Etna that contains an elementary school (208 kindergarten through sixth grade students), a charter school (37 seventh and eighth grade students) and a community day school with two students. FJUSD has one site in the city of Fort Jones, containing 114 kindergarten through sixth grade students and a community day school with two students. QVSD has a single school site, on the outskirts of the city of Fort Jones, serving 48 kindergarten through eighth grade students. All eighth grade students move on to EUHSD for their secondary education.

All four districts have separate administrative structures (e.g., superintendent, business office and student support services). There are separate administrative facilities for each of the four districts—district administrative offices for each elementary district are located in one of the district's school facilities while the high school administrative office is located on a separate site.

The proposed unification is a discretionary action that would not lead to physical changes in the environment. The proposed unification would not cause changes in administrative staffing levels or their commute patterns, student enrollment levels or their school locations, or bus routing or maintenance practices. The proposed unification would not create a need for nor propose new or modified school facilities in either affected school district.

Findings

An IS has been prepared to assess the proposed project's potential effects on the environment and the significance of those effects. Based on the IS, it has been determined that the proposed unification would not have any significant effects on the environment. This conclusion is supported by the following finding:

1. The proposed unification would not have a significant effect related to aesthetic resources, agricultural resources, air quality, biological resources, cultural resources, geology and soils, hazards and hazardous materials, hydrology and water quality, land use and planning, mineral resources, noise, population and housing, public services, recreation, transportation and traffic, and utilities and service systems.

A copy of the IS is attached. Questions or comments regarding this ND and IS may be addressed to:

Larry Shirey, Field Representative
Financial Accountability and Information Services
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814
Telephone: (916) 322-1468

Pursuant to Section 21082.1 of the California Environmental Quality Act, the SBE has independently reviewed and analyzed the IS and ND for the proposed project and finds that the IS and ND reflect the independent judgment of the SBE. The adoption of the ND occurs with the signature below.

_____ _____

President Date
California State Board of Education

(To be signed upon adoption of the ND after the public review period is completed.)

1. INTRODUCTION

1.1 Overview and Regulatory Guidance

This Initial Study and proposed Negative Declaration (IS/ND) has been prepared by the California Department of Education (CDE), for the California State Board of Education (SBE), to evaluate the potential environmental effects of the proposed unification (i.e., merger) of the Etna Union High School District (EUHSD) with the Etna Union Elementary School District (EUESD), the Fort Jones Union School District (FJUSD), and the Quartz Valley School District (QVSD), located in the Scott Valley area of Siskiyou County, California. The unification would result in the establishment of a single unified district that would be named by the newly elected governing board. The Governing Boards of EUHSD and its four component elementary school districts are proposing this unification (with Forks of Salmon School District excluded from the unification). This document has been prepared in accordance with the California Environmental Quality Act (CEQA), *Public Resources Code* Section 21000 *et seq*., and the State CEQA Guidelines contained in Title 14*, California Code of Regulations* (*CCR*) Section 15000 *et seq*.

An Initial Study is conducted by a lead agency to determine if a project may have a significant effect on the environment. In accordance with *CCR* Section 15064(a), an Environmental Impact Report (EIR) must be prepared if there is substantial evidence that a project may have a significant effect on the environment. A Negative Declaration (ND) shall be prepared instead, if the lead agency determines that there is no substantial evidence, in light of the whole record, that a project may have a significant effect on the environment, or that potential significant effects are identified, but revisions made to the project, or agreed to by the proponent, avoid or mitigate the potentially significant effects to a less-than-significant level (*CCR* Section 15070). The lead agency prepares a written statement describing the reasons why a proposed project would not have a significant effect on the environment, and therefore, why it does not require the preparation of an EIR (*CCR* Section 15369.5).

1.2 Lead Agency

Under CEQA, the lead agency is the public agency with primary responsibility over the proposed project. In accordance with *CCR* Section 15051(b)(1), “the lead agency will normally be an agency with general governmental powers, such as a city or county, rather than an agency with a single or limited purpose.” The lead agency for the proposed project is the SBE.

1.3 Purpose and Organization of the Document

The purpose of this document is to evaluate the potential environmental effects of the proposed unification.

This document is organized as follows:

- **Proposed Negative Declaration**: The proposed ND, which precedes the IS analysis, summarizes the environmental conclusions related to the proposed project. It would be signed by a representative of the SBE, if the proposed unification is approved.
- **Chapter 1**: Introduction. This chapter provides an introduction and describes the purpose and organization of this document.
- **Chapter 2**: Project Description. This chapter describes the project location and setting, the project objectives, project background, and the physical changes related to the proposed project.
- **Chapter 3**: Environmental Checklist. This chapter provides an environmental setting by environmental issue (where appropriate), and evaluates a range of impacts classified as “no impact,” “less than significant impact,” “less than significant with mitigation incorporated,” or “potentially significant impact” in response to the environmental checklist.
- **Chapter 4**: References. This chapter identifies the references used in preparing this IS/ND.

1.4 Summary of Findings

Chapter 3 of this document contains the Environmental Checklist that identifies the potential environmental impacts (presented by environmental issue) and a discussion of each impact that would result from implementation of the proposed unification. Based on the Environmental Checklist and the supporting environmental analysis provided in this document, implementation of the proposed unification would result in no impacts for the following issues: aesthetics, agricultural resources, air quality, biological resources, cultural resources, geology and soils, hazards and hazardous materials, hydrology and water quality, land use and planning, mineral resources, noise, population and housing, public services, recreation, transportation and traffic, and utilities and service systems. No potential for significant effects on the environment is evident in any environmental issue areas.

In accordance with Section 15070(a) of the *CCR* Guidelines, a Negative Declaration may be prepared if the proposed project will not have a significant effect on the environment. There is no substantial evidence that the proposed unification would have a significant effect on the

environment, based on the available project information and the environmental analysis presented in this document. A Negative Declaration will be adopted in accordance with CEQA and the State CEQA Guidelines.

1.5 Public Review and Comment Process

This IS/ND is available for a 30-day public review period beginning November 30, 2005, and ending on December 30, 2005. Written comments regarding the IS/ND may be submitted by 5 p.m. on December 30, 2005, to:

Larry Shirey
Field Representative
Financial Accountability and Information Services
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814
Telephone: (916) 322-1468

A copy of the IS/ND may be obtained from the CDE office at the address above. Comments may also be provided on this IS/ND at a public hearing scheduled for January 12, 2006, at 10 a.m. at the SBE at 1430 N Street, Room 1101, Sacramento, California. Information on the public hearing will be made available on the SBE Web site at *http://www.cde.ca.gov/be/ag/ag/* at least ten days prior to the meeting.

2. PROJECT DESCRIPTION

2.1 Introduction

This Initial Study and proposed Negative Declaration (IS/ND) evaluates the potential environmental effects of the proposed unification of the Etna Union High School District (EUHSD) with the Etna Union Elementary School District (EUESD), the Fort Jones Union School District (FJUSD), and the Quartz Valley School District (QVSD). The unification would result in creation of a single unified district that would be named by a newly elected governing board. One other elementary school district (Forks of Salmon School District) is a component elementary district of the EUHSD but has been approved for exclusion from the unification by the SBE. After unification, the high school students from the Forks of Salmon School District would attend the same schools that they currently attend.

2.2 Project Location and Setting

EUHSD encompasses the city of Etna, the city of Fort Jones, other small communities (including Callahan, Cecilville, Forks of Salmon, Greenview, and Sawyers Bar), and surrounding unincorporated areas of southwest Siskiyou County. The cities of Etna and Fort Jones lie along the Scott River, which is a tributary of the Klamath River, and are within the Scott Valley. The other communities either lie within Scott Valley or are within the Klamath National Forest, which surrounds the valley. This surrounding terrain is characterized by National Forest and industrial timberland. The city of Fort Jones (population 668) is located approximately 18 miles on State Route (SR) 3 from the city of Yreka (population 7,391), the Siskiyou County seat (U.S. Census). The city of Etna is located approximately 11 miles south of Fort Jones on SR 3. The climate in Scott Valley is typified by the hot, dry summers and cool, wet winters of Mediterranean climates. Average temperatures on the valley floor range from 33 (winter) to 70 (summer) degrees Fahrenheit. Annual precipitation in the mountains to the west and south of Scott Valley ranges from 60 to 80 inches, while annual precipitation in the mountains on the east side of the valley ranges from 12 to 15 inches (North Coast Regional Water Quality Control Board, 2005).

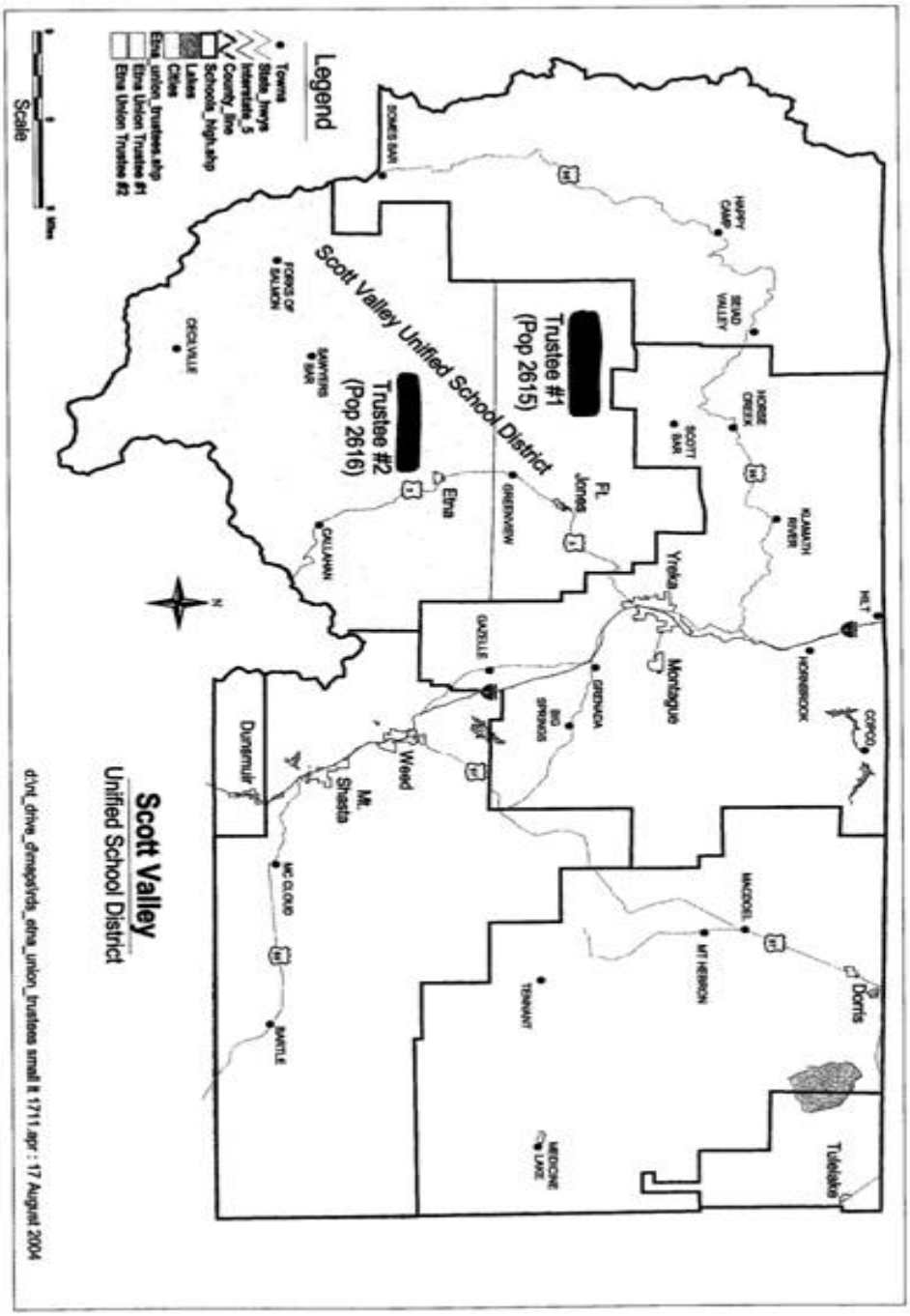
EUHSD serves 352 students in grade levels seven through twelve whereas EUESD, FJUSD, and QVSD have a combined enrollment of 411 kindergarten through eighth grade students. Together, the four districts serve 763 students (California Department of Education, 2005). Secondary students residing in the Forks of Salmon School District would continue to attend

their same high schools and, therefore, are included in the EUHSD and total enrollment numbers.

EUHSD operates three school sites; one comprehensive high school (Etna High School) with 255 students in ninth through twelfth grade, one continuation school (Scott River High School) with 21 students in ninth through twelfth grade, one junior high school (Scott Valley Junior High School) with 72 students in seventh through ninth grade. EUHSD also operates two community day schools with a total enrollment of four students. The junior high school site is located in the city of Fort Jones, while the other sites are in the city of Etna.

EUESD has one school facility in the city of Etna that contains an elementary school (208 kindergarten through sixth grade students, a charter school (37 seventh and eighth grade students) and a community day school with two students. FJUSD has one site in the city of Fort Jones, containing 114 kindergarten through sixth grade students and a community day school with two students. QVSD has a single school site, on the outskirts of the city of Fort Jones, serving 48 kindergarten through eighth grade students. All students from EUESD, FJUSD, and QVSD move on to EUHSD for their secondary education.

All four districts currently have separate administrative structures (e.g., superintendent, business office and student support services). There are separate administrative facilities for each of the four districts—district administrative offices for each elementary district are located in one of the district's school facilities while the high school administrative office is located on a separate site. Exhibit 2-1 shows the boundaries of the proposed Scott Valley Unified School District.



Proposed Scott Valley Unified School District Boundaries **Exhibit 2-1**

2.3 Project Objectives

The EUESD, the FJUSD, and the QVSD are each elementary school districts serving students living in the Scott Valley area. The EUHSD provides the secondary (ninth through twelfth grade) for all of its component elementary districts. Additionally, EUHSD operates a junior high program for the seventh and eighth grade students from FJUSD. In general, the proposed unification could provide the following benefits:

- Enhanced opportunities for greater kindergarten through twelfth grade program articulation;
- Enhanced kindergarten through twelfth grade educational program opportunities funded through an upward and permanent adjustment to the base revenue limit funding; and,
- Improved administrative efficiencies/services and associated cost savings achieved by eliminating redundancies in the administrative operations of two districts.

2.4 Proposed Project

2.4.1 Project Background

EUHSD provides secondary education opportunities to four elementary school districts (also known as “component” districts). The proposed unification of EUHSD with three of its component districts (EUESD, FJUSD, and QVSD) is the subject of this Initial Study/proposed Negative Declaration. The remaining component school district, Forks of Salmon School District, has been excluded from the unification process by the SBE and will remain as an independent school district, as allowed under *Education Code* Section 35542(b).

In January and February of 2004, the proposed unification process was initiated by petition from the governing boards of EUHSD and its component school districts, prepared pursuant to *Education Code* Section 35700(d) and Section 35542. On March 24, 2004, the Siskiyou County Superintendent of Schools transmitted the petitions to the SBE. The County Committee held four public hearings, one on May 11, 2004, two on May 18, 2004, and one on May 24, 2004, in the affected school district areas.

Before a recommendation for the petition was adopted by the County Committee, a study was completed by the Siskiyou County Office of Education. The study considered whether the

proposed unification substantially met the state's conditions for reorganization, or unification. On September 1, 2004, the County Committee recommended that the California SBE approve the unification (Siskiyou County Office of Education, 2004).

The County Committee then forwarded the unification proposal to the SBE, which is now considering the issue. A public hearing has been scheduled for 10 a.m. on March 9, 2006, where the SBE will consider approval of the proposed unification petition, as well as adoption of this IS/ND. At this meeting, the SBE also may designate the composition of the proposed unified district's governing board with respect to the number of members (five or seven members), trustee areas (by district or population), board member term limits, and election area for the proposal. The CDE is preparing its required feasibility study to determine whether the unification substantially meets the state conditions for reorganization. Under *Education Code* Section 35753(a), the SBE may approve proposals for reorganization, if the SBE determines that all of the following conditions are substantially met:

1. The new district is adequate in terms of number of pupils enrolled (i.e., pupil enrollment is 1,500 or more).

2. The district is organized on the basis of a substantial community identity.

3. The proposed district reorganization will result in an equitable division of property and facilities of the original district or districts.

4. The proposed district reorganization will not promote racial or ethnic discrimination or segregation.

5. The proposed district reorganization will not result in any substantial increase in costs to the state.

6. The proposed district reorganization will not significantly disrupt the educational programs in the affected districts and will continue to promote sound educational performance.

7. The proposed reorganization will not result in a significant increase in school housing costs.

8. The proposed reorganization is not primarily designed to result in a significant increase in property values.

9. The proposed reorganization will not cause a substantial negative effect on the fiscal management or fiscal status of the proposed districts or any existing district affected by the proposed unification.

10. Any other criteria as the Board may, by regulation, prescribe.

The findings will be made available to the public approximately ten days prior to the public hearing on January 12, 2006**.**

The following table highlights the effective dates of activities related to the proposed unification. If approved by the electorate, the unification would be fully effective as of July 1, 2007.

Table 2-1
Actions and Events Leading to the Proposed Unification

Date	Major Actions/Activities Related to Unification
January/February 2004	Approval of Unification Resolutions/Petitions by Affected Governing Boards
March 2004	County Superintendent of Schools Verifies Petition is Valid
May 2004	Public Hearings in the Affected School Districts
June 2004	Siskiyou County Committee on School District Organization Approves Unification and Forwards Petition to the SBE
January 12, 2006	SBE Public Hearing to Consider Approval of Proposed Unification Petition and this Initial Study/proposed Negative Declaration
January/February 2006	Siskiyou County Superintendent of Schools Delivers Election Order to County Clerk for Proposed Unification
June 2006	District Election on the Proposed Unification at First Regularly Scheduled Election in 2006
December 1, 2006	If the unification is approved, filing is completed with the California State Board of Equalization
July 1, 2007	Unification is fully effective

2.4.2 Absence of Physical Changes Related to the Proposed Unification

After a reconnaissance visit to the four districts, detailed discussion with the school districts' and Siskiyou County Office of Education's administrative staffs, and careful review of materials that have been prepared in relation to the proposed project, it is evident that the proposed unification would not result in (1) an increase or decrease in staffing levels or movement of staff from one facility to another, (2) an increase or decrease in numbers of students at any school site or movement of students from one school to another, or (3) changes to bus routing or maintenance practices, as discussed below. Similarly, the proposed unification would not create a need for new or modified school facilities and involves no proposed changes in facilities.

The following discussion summarizes the information that indicates a lack of physical changes related to the proposed unification. This information is relevant to the evaluation of environmental impacts in Section 3.

The proposed unification is not expected to result in changes in administrative personnel levels or their location. The same number of students will be served in the new unified district as currently are served in the three affected districts; therefore, reduction in certificated staff is not expected. Further, *Education Code* Section 45121 provides job protection for district classified staff for at least two years following the date of the unification election. For these reasons, the unification of the district is unlikely to result in meaningful reduction in administrative staffing.

The proposed unification is not expected to affect student enrollment levels or to create a need for new or modified school facilities. Because students from EUESD, FJUSD, and QVSD already advance to EUHSD for their secondary (high school) education, unification would not require additional or changed school facilities.

The proposed unification would make available additional funding. The additional funding would not be used for facility construction or modernization, but rather for enhanced kindergarten through twelfth grade educational program opportunities (Superintendent meeting, 2005). The new funding would be realized through cost savings related to consolidating the three districts into one, and an increased base revenue limit per unit of average daily attendance (ADA) that would be established to eliminate the salary and benefit differentials of the original districts by leveling up salaries, assuming the increased revenue limit covers the increased cost of raising salaries.

As described above, the proposed unification is a policy decision that would not result in any physical facility changes or operational changes related to student enrollment, travel, or personnel for any existing district. The Initial Study in Section 3 presents the substantial evidence that the absence of physical changes caused by the proposed unification supports the conclusion that the proposed project would not result in any significant effects on the environment.

3. Environmental Checklist

PROJECT INFORMATION		
1.	Project Title:	Unification of the Etna Union High School District in Siskiyou County
2.	Lead Agency Name and Address:	California State Board of Education 1430 N Street, Suite 5111 Sacramento, CA 95814
3.	Contact Person and Phone Number:	Larry Shirey, California Department of Education, (916) 322-1468
4.	Project Location:	Scott Valley, Siskiyou County, California
5.	Project Sponsor's Name and Address:	Governing Boards of Etna Union High School District (EUHSD), Etna Union Elementary School District (EUESD), Fort Jones Union School District (FJUSD), and Quartz Valley School District (QVSD): EUHSD P.O. Box 340 Etna, CA 96027 EUESD P.O. Box 490 Etna, CA 96027 FJUSD P.O. Box 249 Fort Jones, CA 96032 QVSD 11033 Quartz Valley Road Fort Jones, CA 96032
6.	General Plan Designation:	Not applicable.
7.	Zoning:	Not applicable.
8.	Description of Project: (Describe the whole action involved, including but not limited to later phases of the project, and any secondary, support, or off-site features necessary for its implementation.) Refer to Chapter 2, Project Description	
9.	Surrounding Land Uses and Setting: (Briefly describe the project's surroundings)	Refer to Chapter 3, Section IX, Land Use and Planning
10.	Other public agencies whose approval is required: (e.g., permits, financing approval, or participation agreement)	Not applicable.

ENVIRONMENTAL FACTORS POTENTIALLY AFFECTED:

The environmental factors checked below would be potentially affected by this project, involving at least one impact that is a "Potentially Significant Impact" as indicated by the checklist on the following pages.

☐ Aesthetics	☐ Agriculture Resources	☐ Air Quality
☐ Biological Resources	☐ Cultural Resources	☐ Geology / Soils
☐ Hazards & Hazardous Materials	☐ Hydrology / Water Quality	☐ Land Use / Planning
☐ Mineral Resources	☐ Noise	☐ Population / Housing
☐ Public Services	☐ Recreation	☐ Transportation / Traffic
☐ Utilities / Service Systems	☐ Mandatory Findings of Significance	☒ None

DETERMINATION (To be completed by the Lead Agency)

On the basis of this initial evaluation:

I find that the proposed project **COULD NOT** have a significant effect on the environment, and a **NEGATIVE DECLARATION** will be prepared. ☒

I find that although the proposed project COULD have a significant effect on the environment, there WILL NOT be a significant effect in this case because revisions in the project have been made by or agreed to by the project proponent. A **MITIGATED NEGATIVE DECLARATION** will be prepared. ☐

I find that the proposed project **MAY** have a significant effect on the environment, and an **ENVIRONMENTAL IMPACT REPORT** is required. ☐

I find that the proposed project **MAY** have a "potentially significant impact" or "potentially significant unless mitigated" impact on the environment, but at least one effect (1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and (2) has been addressed by mitigation measures based on the earlier analysis as described on attached sheets. An **ENVIRONMENTAL IMPACT REPORT** is required, but it must analyze only the effects that remain to be addressed. ☐

I find that although the proposed project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an ☐

earlier **EIR** or **NEGATIVE DECLARATION** pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier **EIR** or **NEGATIVE DECLARATION**, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

Signature	Date
Larry Shirey	Field Representative
Printed Name	Title
California Department of Education	
Agency	

EVALUATION OF ENVIRONMENTAL IMPACTS

1. A brief explanation is required for all answers except “No Impact” answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A “No Impact” answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g., the project falls outside a fault rupture zone). A “No Impact” answer should be explained where it is based on project-specific factors as well as general standards (e.g., the project will not expose sensitive receptors to pollutants, based on a project-specific screening analysis).
2. All answers must take account of the whole action involved, including off-site as well as on-site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.
3. Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation, or less than significant. “Potentially Significant Impact” is appropriate if there is substantial evidence that an effect may be significant. If there are one or more “Potentially Significant Impact” entries when the determination is made, an EIR is required.
4. “Negative Declaration: Less Than Significant With Mitigation Incorporated” applies where the incorporation of mitigation measures has reduced an effect from “Potentially Significant Impact” to a “Less Than Significant Impact.” The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level (mitigation measures from “Earlier Analyses,” as described in (5) below, may be cross-referenced).
5. Earlier analyses may be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration. [Section 15063(c)(3)(D)]. In this case, a brief discussion should identify the following:
   a) Earlier Analysis Used: Identify and state where they are available for review.
   b) Impacts Adequately Addressed: Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.
   c) Mitigation Measures: For effects that are “Less than Significant with Mitigation Measures Incorporated,” describe the mitigation measures which were incorporated or refined from the earlier document and the extent to which they address site-specific conditions for the project.

6. Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g., general plans, zoning ordinances). Reference to a previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.
7. Supporting Information Sources: A source list should be attached, and other sources used or individuals contacted should be cited in the discussion.
8. This is only a suggested form, and lead agencies are free to use different formats; however, lead agencies should normally address the questions from this checklist that are relevant to a project's environmental effects in whatever format is selected.
9. The explanation of each issue should identify: the significance criteria or threshold, if any, used to evaluate each question; and the mitigation measure identified, if any, to reduce the impact to less than significance.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
I.	Aesthetics. Would the project:				
	a) Have a substantial adverse effect on a scenic vista?	☐	☐	☐	☒
	b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?	☐	☐	☐	☒
	c) Substantially degrade the existing visual character or quality of the site and its surroundings?	☐	☐	☐	☒
	d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?	☐	☐	☐	☒

Environmental Setting

Staff from California Department of Education (CDE) made observations at each of the Etna Union High School District (EUHSD), Etna Union Elementary School District (EUESD), Fort Jones Union School District (FJUSD), and Quartz Valley School District (QVSD) school sites on October 13, 2005. There are a number of churches located in Etna and Fort Jones (Scott Valley Chamber of Commerce, 2005) with many located in the vicinity of school sites in EUHSD, EUESD, and FJUSD. State Route (SR) 3, which connects Etna and Fort Jones with other communities in Siskiyou County, is not currently an officially designated scenic highway nor is it listed as an eligible state scenic highway (Caltrans, 2005).

EUHSD, EUESD, FJUSD, and QVSD schools are located within or near Etna (population–770) or Fort Jones (population–660). The immediate area surrounding each of the school sites is primarily characterized by small town/rural residential properties.

Discussion

a) Have a substantial adverse effect on a scenic vista?

SR 3 runs through the entire Scott Valley and provides views of the Klamath National Forest on the mountains surrounding Scott Valley. No EUHSD, EUESD, FJUSD, or QVSD school sites currently block views of the National Forest from SR 3. For this

reason, and because the proposed unification would not create a need for any new or modified school facilities, it would not have an adverse effect on any scenic vistas. Therefore, no impact would occur.

b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?

SR 3 is not currently an officially designated scenic highway nor is it listed as an eligible state scenic highway. Because of the facts that SR 3 is the only highway in Scott Valley and that the proposed unification would not create a need for nor propose any new or modified school or administrative facilities, there would be no change or damage to any scenic resources near a state scenic highway. Therefore, no impact would occur.

c) Substantially degrade the existing visual character or quality of the site and its surroundings?

No EUHSD, EUESD, FJUSD, or QVSD school sites currently block views of the National Forest from SR 3. Because of this, and the fact that the proposed unification would not create a need for nor propose any new or modified school or administrative facilities, there would be no substantial degradation of the visual character or quality of any of the school sites or other areas within the districts' boundaries. Therefore, no impact due to the proposed unification would occur.

d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?

The proposed unification would not create a need for nor propose any new or modified school or administrative facilities, including exterior and interior lighting that could have an adverse effect on day or nighttime views in the area. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
II.	Agricultural Resources.				
	In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997, as updated) prepared by the California Department of Conservation as an optional model to use in assessing impacts on agriculture and farmland.				
	Would the project:				
	a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	☐	☐	☐	☒
	b) Conflict with existing zoning for agricultural use or a Williamson Act contract?	☐	☐	☐	☒
	c) Involve other changes in the existing environment, which, due to their location or nature, could result in conversion of Farmland to non-agricultural use?	☐	☐	☐	☒

Environmental Setting

Farmlands are mapped by the State of California Department of Conservation under the Farmland Mapping and Monitoring Program (FMMP). The FMMP was created by the State of California to provide data for decision makers to use in planning for current and future uses of the state's agricultural lands. Farmlands fall into the following eight categories: Prime Farmland; Farmland of Statewide Importance; Unique Farmland; Farmland of Local Importance; Grazing Land; Urban or Built-Up Land; Other Land; and Water. Mapping is conducted on a countywide scale, with minimum mapping units of 10 acres unless otherwise specified. The FMMP identifies 13 soil mapping units in Central Siskiyou County that meet the criteria for Prime Farmland and 11 soil mapping units that meet the criteria for Farmland of Statewide Importance (California Department of Conservation, 1995).

The Williamson Act allows counties to protect agricultural land by offering tax incentives to owners and by entering into contracts that maintain the land in agricultural production.

Significant agricultural resources in Scott Valley are secured in agricultural preserves under the Williamson Act (Siskiyou County Planning Department, 2005).

Discussion

(a-c) Conversion of farmland, conflict with zoning for agricultural use or Williamson Act, or changes leading to conversion of farmland (all questions in this section).

The proposed unification would not create a need for nor propose new school or administrative facilities, cause any modifications to existing facilities, or involve other physical changes to the existing environment. For these reasons, the proposed unification would not convert farmland, conflict with agricultural zoning or Williamson Act land, make changes that could indirectly lead to conversion of farmland, or otherwise affect any agricultural resources. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
III.	Air Quality.				
	Where available, the significance of criteria established by the applicable air quality management or air pollution control district may be relied on to make the following determinations.				
	Would the project:				
	a) Conflict with or obstruct implementation of the applicable air quality plan?	☐	☐	☐	☒
	b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?	☐	☐	☐	☒
	c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is nonattainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?	☐	☐	☐	☒
	d) Expose sensitive receptors to substantial pollutant concentrations?	☐	☐	☐	☒
	e) Create objectionable odors affecting a substantial number of people?	☐	☐	☐	☒

Environmental Setting

EUHSD, EUESD, FJUSD, and QVSD are located in the Northeast Plateau Air Basin (NPAB), which encompasses three air pollution control districts (APCD)—Siskiyou County APCD, Modoc County APCD, and Lassen County APCD (California Air Resources Board, 2005). The Siskiyou County APCD has the responsibility of regulating the air emissions from stationary sources within the county. The California Air Resources Board (CARB) has the responsibility for mobile emission sources and for overseeing the APCD.

Ambient air quality standards represent the levels of air pollutant concentrations considered safe to protect public health and welfare. They are designed to protect people most sensitive to respiratory distress, such as asthmatics, the elderly, very young children, people already weakened by other disease or illness, and persons engaged in strenuous work or exercise. The Siskiyou County APCD is designated as attainment with respect to state standards for ozone, suspended particulate matter (PM_{10}), nitrogen dioxide, sulfur dioxide, and lead. The APCD is

unclassified (available data are insufficient to support designation as attainment or nonattainment) with respect to state standards for fine suspended particulate matter ($PM_{2.5}$), carbon monoxide, hydrogen sulfide, and visibility reducing particles. The Siskiyou County APCD is designated as unclassified/attainment with respect to all United States Environmental Protection Agency standards (California Air Resources Board, 2005).

Discussion

a) Conflict with or obstruct implementation of the applicable air quality plan?

Projects resulting in an increase in population or employment growth beyond that identified in local plans may result in an increase in vehicle miles traveled (VMT) and corresponding mobile source emissions, which could conflict with the NPAB air quality planning efforts, since NPAB uses these plans as the basis for preparing air quality emissions inventories and subsequent attainment plans. Consequently, an increase in VMT beyond projections in local plans could potentially result in a significant adverse incremental effect on the region's ability to attain and/or maintain state and national ambient air quality standards. The proposed unification would not cause changes in administrative staffing levels and student populations or their travel patterns, or bus routing or maintenance practices. In addition, the proposed unification would not create a need for nor propose any new or modified school or administrative facilities. Therefore, the project would not increase VMT, nor would it result in the construction or operation of any stationary emission sources. Because the proposed unification would not increase air emissions beyond current levels, it would not conflict with or obstruct implementation of the applicable air quality attainment plans. Therefore, no impact would occur.

b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?

Construction emissions that are temporary in duration, but which have the potential to represent a significant impact with respect to air quality (especially fugitive dust emissions (PM_{10})), generally are described as "short-term." The proposed unification would not create a need for nor propose new or modified school facilities and, therefore, would not produce any short-term construction emissions. Similarly, the proposed unification would not cause changes in administrative staffing levels and student populations or their travel patterns, and would have no effect on bus routing. For these

reasons, the proposed unification would not change traffic volumes and VMT on local roadways from existing conditions. Thus, the project would not cause an increase in long-term emissions and would not violate any air quality standard or contribute to an existing or projected air quality violation. Therefore, no impact would occur.

c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is nonattainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?

As previously stated, the proposed project is located within the Siskiyou Count APCD under the jurisdiction of the NPAB. The NPAB has not been designated as nonattainment with respect to any state or national standards. Moreover, as discussed above in items (a) and (b), the proposed project would not result in the construction or operation of any stationary emission sources. Similarly, the proposed unification would not cause an increase in mobile source emissions, because the proposed project would not cause an increase in student or administrative staff commute trips, populations, VMT, or growth beyond current projections used by the NPAB in its air quality planning efforts. For these reasons, the proposed unification would not contribute to a cumulatively considerable net increase in ozone or particulate matter emissions. Therefore, no impact would occur.

d) Expose sensitive receptors to substantial pollutant concentrations?

As discussed in items (a), (b), and (c) above, the proposed unification would not generate short-term or long-term emissions nor would it relocate any existing air quality sensitive receptors. For these reasons, the proposed unification would not expose on-site sensitive receptors at school district sites, nor would it expose other receptor locations within the district boundaries to any change in pollutant concentrations. Therefore, no impact would occur.

e) Create objectionable odors affecting a substantial number of people?

The proposed unification would not involve the use of any materials or equipment that could create objectionable odors. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
IV.	**Biological Resources. Would the project:**				
	a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special-status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or the U.S. Fish and Wildlife Service?	☐	☐	☐	☒
	b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations or by the California Department of Fish and Game or the U.S. Fish and Wildlife Service?	☐	☐	☐	☒
	c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?	☐	☐	☐	☒
	d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?	☐	☐	☐	☒
	e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?	☐	☐	☐	☒
	f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?	☐	☐	☐	☒

Environmental Setting

Staff from CDE made observations at each of the EUHSD, EUESD, FJUSD, and QVSD school sites on October 13, 2005. The immediate area surrounding each of the school sites is primarily characterized by rural/small town residential lands. The school districts are located within the Scott River watershed, which is a 520,000 acre watershed draining the Klamath Mountains (North Coast Regional Water Quality Control Board, 2005). The Scott River watershed is characterized by wetland and riparian habitat areas, with conifer tree species being the most common vegetation especially in the mountains of the northern, western, and southern portions of the watershed. In fact, the southwestern area of the watershed is known to have the greatest

diversity of conifer species in the world. The primary forms of vegetation in the wetlands area of the valley floor are annual grasses, sedge, and rush. The riparian habitat vegetation primarily is in the form of mixed hardwoods, annual grasses, and agricultural crops. Endangered plant species that exist near inhabited areas along SR 3 include the Shasta chaenactis, Scott Valley phacelia, grape fern, and wooly balsamroot.

Scott Valley is a primary deer wintering area in Siskiyou County. The Scott River does not serve as a major spawning ground or migration route for anadromous fishes due to elevated water temperature, excessive sediment loads, and canyon barriers to spawning and rearing habitat (Armstrong, 2004). Endangered bird species that exist near inhabited areas along SR 3 include the Sand Martin swallow, the greater sandhill crane, the goshawk, the prairie falcon, and the golden eagle.

Discussion

a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special-status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or the U.S. Fish and Wildlife Service?

Special-status species include plants and animals that are legally protected, or that are otherwise considered sensitive by federal, state, or local resource conservation agencies and organizations. Because the proposed unification would not create a need for nor propose new or modified school facilities and would not result in any physical changes, no construction or change in student populations at the schools would occur. The proposed unification would not alter any existing habitat on school district properties, disturb existing species inhabiting the properties or surrounding area, or change the level or type of uses of the properties. Consequently, the proposed unification would not have an adverse effect on any special-status species. Therefore, no impact would occur.

b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations or by the California Department of Fish and Game or the U.S. Fish and Wildlife Service?

Sensitive natural communities are plant communities that are especially diverse, regionally uncommon, or of special concern to local, state, and federal agencies. As discussed in item (a) above, the proposed unification would not result in construction

activities that could have an effect on any habitats, including sensitive natural communities. Therefore, no impact would occur.

c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?

The U.S. Army Corps of Engineers (USACE) has jurisdiction over navigable bodies of water and other waters of the United States, including wetlands. As discussed in item (a) above, the proposed unification would not result in any construction activities that could have an effect on any habitats, including protected wetlands through direct removal, filling, hydrological interruption or other means. Therefore, no impact would occur.

d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?

A wildlife corridor is generally a topographical/landscape feature or movement area that connects two areas of natural habitat. As discussed in item (a) above, the proposed unification would not result in any construction activities that could interfere with the movement of wildlife or impede the use of native wildlife nursery sites. Therefore, no impact would occur.

e & f) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance, or the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?

As discussed in item (a) above, the proposed unification would not result in any construction activities. For this reason, implementation of the proposed unification would not conflict with any local policies or ordinances protecting any of the biological resources found within the project area or the provisions of an approved local, regional, or state habitat conservation plan. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
V.	**Cultural Resources. Would the project:**				
	a) Cause a substantial adverse change in the significance of a historical resource as defined in Section 15064.5?	☐	☐	☐	☒
	b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to Section 15064.5?	☐	☐	☐	☒
	c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	☐	☐	☐	☒
	d) Disturb any human remains, including those interred outside of formal cemeteries?	☐	☐	☐	☒

Environmental Setting

In Siskiyou County, culturally sensitive areas are sites that have special importance to Native Americans. The Scott Valley area was occupied by the Shasta tribe. Geographically, the Shasta villages primarily were located at the edges of Scott Valley where a stream came down from the mountains. The Quartz Valley Native American community, which was recognized by the federal government in 1983, has representation from the Shasta, Karuk, and Upper Klamath tribes. The Quartz Valley Indian reservation is part of the tribal trust lands in Siskiyou County. (Siskiyou County Planning Department, 2005; North Coast Regional Water Quality Control Board, 2005).

The original site of Fort Jones is a California State Historical Landmark in the Fort Jones area. Fort Jones House (on Main Street in Fort Jones), the Sawyers Bar Catholic Church (in Sawyers Bar), and the Fong Wah Cemetery (in the Forks of Salmon area) are recognized on the National Registrar of Historic Sites (2005).

Discussion

a & b) Cause a substantial adverse change in the significance of a historical resource, as defined in Section 15064.5, or an archaeological resource, pursuant to Section 15064.5?

The proposed unification would not create a need for nor propose new school or administrative facilities, cause any modifications to existing facilities, or involve construction or any other physical changes to the existing environment. For these reasons, the proposed unification would not cause change in the significance of any historical or archaeological resources. Therefore, no impact would occur.

c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?

As discussed in item (a) and (b) above, the proposed unification would not result in any construction activities. For this reason, the proposed unification would not directly or indirectly destroy a unique paleontological resource or site or geologic feature. Therefore, no impact would occur.

d) Disturb any human remains, including those interred outside of formal cemeteries?

As discussed in item (a) and (b) above, the proposed unification would not result in any construction activities. For this reason, the proposed unification would not have the potential to disturb any human remains. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
VI.	Geology and Soils. Would the project:				
	a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death involving:				
	i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? (Refer to California Geological Survey Special Publication 42.)	☐	☐	☐	☒
	ii) Strong seismic ground shaking?	☐	☐	☐	☒
	iii) Seismic-related ground failure, including liquefaction?	☐	☐	☐	☒
	iv) Landslides?	☐	☐	☐	☒
	b) Result in substantial soil erosion or the loss of topsoil?	☐	☐	☐	☒
	c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction, or collapse?	☐	☐	☐	☒
	d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994, as updated), creating substantial risks to life or property?	☐	☐	☐	☒
	e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?	☐	☐	☐	☒

Environmental Setting

The diverse bedrock comprising the Scott River watershed includes both high and medium grade pre-Cenozoic metamorphic rock, slightly metamorphosed Paleozoic sedimentary rocks and volcanics, granitic rocks primarily from the Mesozoic Age, ultramafic rocks from the Mesozoic age that are mostly altered to serpentine, and small amounts of limestone. Folding, intense shearing, and thrust faulting of the bedrock over the past one to two million years has resulted in uplift of the mountains and subsidence in Scott Valley.

The Scott Valley area of Siskiyou County historically is not a seismically active area, although there are mapped fault lines in the western portion of the valley. There are no Alquist-Priolo Special Study Zones designated in the Scott Valley area. (Siskiyou County Planning Department, 2005; California Department of Conservation, 2005).

Other geological hazards include landslides and soil stability. The steeply sloped terrain surrounding the valley contains highly erosive soil types and seasonal rains make soil erosion a pervasive problem. Designated landslide areas are located in the hills along the western portion of the valley.

Historical subsidence in the valley has resulted in the bedrock of the middle part of the valley being several hundred feet below the bedrock at the downstream portion of the valley. During the subsidence, this depression has been filled by sediments (gravel and sand) from mountain streams. Neither seiches nor tsunamis are a great concern in the county.

A number of areas along SR 3 have building foundation limitations due to high shrink-swell behavior soils. This soil type has potential for volume change due to loss or gain in moisture. Additionally, significant areas of the valley have severe septic tank limitations due to soil type. (Siskiyou County Planning Department, 2005).

Discussion

a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death involving:

i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? (Refer to California Geological Survey Special Publication 42.)

Fault rupture can occur along fault systems during seismic events (earthquakes). If the rupture extends to the surface, movement on a fault is visible as a surface rupture. The occurrence of fault rupture depends on several factors including location of the epicenter in relation to the project site and the characteristics of the earthquake, such as intensity and duration. The hazards associated with fault rupture generally occur in the immediate vicinity of the fault system.

There are a couple of mapped faults in Scott Valley that could expose people or structures in the project vicinity to hazards associated with fault rupture. Because the proposed unification would not cause changes in administrative staffing levels or student populations, and would not result in the construction of any new or modified school facilities, it would not create a change in risk related to fault rupture. Therefore, no impact would occur.

ii) Strong seismic ground shaking?

Strong earthquakes generated along a fault system generally create ground shaking, which attenuates with distance from the epicenter. In general, the area affected by strong ground shaking would depend on the characteristics of the earthquake such as intensity and duration and the location of the epicenter from the project site. As indicated previously, Scott Valley historically is not a seismically active area although there are a couple of mapped fault lines in the western portion of the valley. A potential for ground shaking also exists from earthquakes on regional faults outside the immediate vicinity. However, because the proposed unification would not cause changes in administrative staffing levels or student populations, and would not result in the construction of any new or modified school facilities, it would not create a change in risk related to seismic events and associated ground shaking. Therefore, no impact would occur.

iii) Seismic-related ground failure, including liquefaction?

Primary factors in determining the liquefaction potential are soil type, the level and duration of seismic ground motions, the type and consistency of soils, and the depth to groundwater. Soil types in Scott Valley are conducive to liquefaction or seismically-related ground failure. However, because the proposed unification would not cause changes in administrative staffing levels or student populations, and would not result in the construction of any new or modified school facilities, it would not create a change in risk related to ground failure. Therefore, no impact would occur.

iv) Landslides?

Landslide hazards primarily exist in the foothills and hilly terrain areas along the western side of Scott Valley. However, because the proposed unification would not cause changes in administrative staffing levels or student populations, and would not result in

the construction of any new or modified school facilities, it would not create a change in risk related to landslides. Therefore, no impact would occur.

b) Result in substantial soil erosion or the loss of topsoil?

The proposed unification would not involve construction, create a need for new school facilities, cause any modifications to existing facilities, or involve other physical changes to the existing environment. For these reasons, the proposed project would not result in erosion or the loss of topsoil. Therefore, no impact would occur.

c & d) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction, or collapse, or on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994, as updated), creating substantial risks to life or property?

As discussed in item (b) above, the proposed unification would not result in any construction activities. For this reason, the proposed project would not create substantial risks to life or property by being located on a geologic unit or soil that is unstable or on expansive soils. Therefore, no impact would occur.

e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?

The proposed unification would not create a need for new school facilities, cause any modifications to existing facilities, or involve other physical changes to the existing environment. For these reasons, the proposed unification would have no impact on existing septic or other waste water systems.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
VII.	Hazards and Hazardous Materials. Would the project:				
	a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	☐	☐	☐	☒
	b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and/or accident conditions involving the release of hazardous materials into the environment?	☐	☐	☐	☒
	c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?	☐	☐	☐	☒
	d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to *Government Code* Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?	☐	☐	☐	☒
	e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?	☐	☐	☐	☒
	f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?	☐	☐	☐	☒
	g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	☐	☐	☐	☒
	h) Expose people or structures to a significant risk of loss, injury, or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?	☐	☐	☐	☒

Environmental Setting

The State Water Resources Control Board maintains records on sites that are considered Leaking Underground Fuel Tank (LUFT); Spills, Leaks, Investigation, and Cleanup (SLIC); and Landfill. Within the EUHSD area, there are six open LUFT cases (including one at Etna High School), six open SLIC cases, and two open Landfill cases. No underground storage tank sites

are located in the EUHSD area (GeoTracker, 2005). There are no other hazardous materials issues known to exist near the school sites or administrative offices of the affected districts.

Discussion

a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?

The proposed unification includes consolidating three school districts into one and would not involve the routine, transport, use or disposal of hazardous materials. Therefore, no impact would occur.

b & c) Create a significant hazard to the public or the environment through reasonably foreseeable upset and/or accident conditions involving the release of hazardous materials into the environment, or emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?

The proposed unification would not cause changes in administrative staffing levels or their commute trips, student populations or their travel patterns, or bus routing or maintenance practices. In addition, the proposed unification would not create a need for or propose any new or modified school or administrative facilities. Existing bus maintenance facilities for EUHSD, may contain diesel and gasoline fuel storage tanks, and may include the use and storage of minor amounts of lubricating oils and other hazardous substances used in vehicle maintenance. The use of buses and other district vehicles would not change as a result of the proposed unification, because student populations, district employees, and travel patterns would not be modified. The proposed unification would have no effect on the storage and use of these materials. Therefore, no impact would occur.

d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code §65962.5 and, as a result, would it create a significant hazard to the public or the environment?

The proposed unification would consolidate existing school districts into a single unified district. The proposed unification would not create a need for nor propose new or modified school facilities. No change in the use of existing school district facilities is proposed. For these reasons, the proposed project would not create a significant hazard

to the public or the environment by being located on a hazardous materials site. Therefore, no impact would occur.

e & f) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport, public use airport, or private airstrip, would the project result in a safety hazard for people residing or working in the project area?

There are two small airports in Scott Valley—Lefko Airport and Scott Valley Airport. However, no school sites are located within two miles of the airports. Additionally, the proposed unification would have no effect on existing conditions related to the airports. Therefore, no impact would occur.

g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?

The proposed unification would consolidate existing districts into a single unified district. The proposed unification would not cause changes in administrative staffing levels or their commute trips, student populations or their travel patterns, or bus routing. In addition, the proposed unification would not create a need for new or modified school facilities. For these reasons, the proposed project would not impair the implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan. Therefore, no impact would occur.

h) Expose people or structures to a significant risk of loss, injury, or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?

Very high wildfire hazards exist throughout most of the valley area. The proposed unification would not cause changes in administrative staffing levels or their commute trips, student populations or their travel patterns, or bus routing or maintenance practices. In addition, the proposed unification would not create a need for new or modified school facilities. For these reasons, the proposed project would not create a change in fire risk. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
VIII.	Hydrology and Water Quality. Would the project:				
	a) Violate any water quality standards or waste discharge requirements?	☐	☐	☐	☒
	b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level that would not support existing land uses or planned uses for which permits have been granted)?	☐	☐	☐	☒
	c) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial on- or off-site erosion or siltation?	☐	☐	☐	☒
	d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in on- or off-site flooding?	☐	☐	☐	☒
	e) Create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?	☐	☐	☐	☒
	f) Otherwise substantially degrade water quality?	☐	☐	☐	☒
	g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?	☐	☐	☐	☒
	h) Place within a 100-year flood hazard area structures that would impede or redirect flood flows?	☐	☐	☐	☒
	i) Expose people or structures to a significant risk of loss, injury, or death involving flooding, including flooding as a result of the failure of a levee or dam?	☐	☐	☐	☒
	j) Result in inundation by seiche, tsunami, or mudflow?	☐	☐	☐	☒

Environmental Setting

Scott Valley is part of the Klamath River-North Coast Region Basin Planning Area, which covers all of Del Norte County and major portions of Humboldt, Modoc, Siskiyou, and Trinity Counties,

and small portions of Glenn, Lake, and Marin Counties. The Scott River hydrological area is in the Klamath Mountains—the mountains in the area range up to about 8,500 feet and receive over 70 inches of rain annually. The Scott Valley floor elevation ranges from 2,500 to 3,000 feet and receives below 20 inches of rain annually. (North Coast Regional Water Control Board, 2005),

Water supply needs in the Scott Valley hydrological area (both domestic and agricultural) are provided for by surface water diversion (from the Scott River and streams that empty into it), groundwater pumping, and springs. (North Coast Regional Water Control Board, 1993). As noted in Section VI-Geology and Soils, historical subsidence in the valley has resulted in a bedrock depression that has been filled by gravel and sand. This basin fill is a high capacity aquifer that supports much of the agricultural irrigation in Scott Valley. Recharge of this aquifer is dependent upon precipitation stored as snow in the mountains. Melted snow flows to the valley floor in the many streams leaving the mountains and percolates into the permeable gravel and sand to recharge the aquifer (North Coast Regional Water Control Board, 2005).

Excessive sediment in the Scott River and its tributaries has lead to non-attainment of water quality objectives for sediment, suspended material, and settleable material. Sediment originates from natural sources (e.g., landslide, streamside features like gullies and bank failures) as well as from anthropogenic sources (e.g., road surface erosion, timber harvest and mining related landslides). The Scott River watershed has been listed as impaired regarding sediment (pursuant to Section 303(d) of the Clean Water Act) since 1992 (North Coast Regional Water Control Board, 2005).

In Scott Valley, 100-year flood areas are limited to land adjacent to river and stream beds (Siskiyou County Planning Department, 2005).

Discussion

a) Violate any water quality standards or waste discharge requirements?

Because the proposed unification would not result in the construction of any new or modified school facilities, it would not alter runoff water quality from current conditions. No change in the number of students or employees would occur, so the use of water and generation or disposal of wastewater by the districts would not be altered. Therefore, the

proposed unification would not contribute to a violation of water quality standards or waste discharge requirements. No impact would occur.

b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of preexisting nearby wells would drop to a level that would not support existing land uses or planned uses for which permits have been granted)?

Because the proposed unification would not cause changes in administrative staffing levels or student populations, and would not result in the construction of any new or modified school facilities that could alter groundwater recharge, and it would not involve the use of new or expanded water entitlements other then utilizing those already existing within the affected school districts. Further, the project would have no effect on groundwater supplies, because the number of employees and students associated with the unified school district would not change. Therefore, no impact would occur.

c & d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial on- or off-site erosion or siltation or substantially increase the rate or amount of surface runoff in a manner which would result in on- or off-site flooding?

Because the proposed unification would not result in the construction of any new or modified school facilities and would not create new impervious surfaces, the project would not alter any existing drainage patterns in the project area. Therefore, no impact would occur.

e & f) Create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff or otherwise substantially degrade water quality?

Because the proposed unification would not result in the construction of any new or modified school facilities, it would not involve the addition of any new impervious surfaces that would create or contribute runoff water. Therefore, no impact to the capacity of existing or planned storm water drainage systems would occur, nor would the project provide substantial additional sources of polluted runoff. Therefore, no impact would occur.

g & h) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map or Place within a 100-year flood hazard area structures that would impede or redirect flood flows?

The proposed unification would not result in the construction of housing or other structures. Therefore, no impact would occur.

i) Expose people or structures to a significant risk of loss, injury, or death involving flooding, including flooding as a result of the failure of a levee or dam?

Because the proposed unification would not cause changes in administrative staffing levels or student populations or locations, or result in the construction of any new or modified school facilities, so it would not create a change in risk related to flooding. Therefore, no impact would occur.

j) Result in inundation by seiche, tsunami, or mudflow?

Seiches and tsumanis are not great concerns in Siskiyou County. Mudflow is an issue during the raining season in the hills along the western portion of the valley, which is most susceptible to landslides. Because the proposed unification would not cause changes in administrative staffing levels or student populations, and would not result in the construction of any new or modified school facilities, it would not create a change in risk related to inundation by seiche, tsunami or mudflow. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
IX.	Land Use and Planning. Would the project:				
	a) Physically divide an established community?	☐	☐	☐	☒
	b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to, a general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?	☐	☐	☐	☒
	c) Conflict with any applicable habitat conservation plan or natural community conservation plan?	☐	☐	☐	☒

Environmental Setting

Staff from CDE made observations at each of the EUHSD, EUESD, FJUSD, and QVSD school sites on October 13, 2005. The land uses in the immediate area surrounding each of the school sites is primarily characterized by rural/small town residential properties.

Discussion

a) Physically divide an established community?

The proposed unification would not create a need for new school facilities, result in any construction, cause any modifications to existing facilities, or involve other physical changes to the existing environment. Therefore, no impact would occur related to the physical division of an established community.

b & c) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to, a general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect, or with any applicable habitat conservation plan or natural community conservation plan?

The proposed unification would consolidate existing districts into a single unified district. The proposed unification would not cause changes in administrative staffing levels or their commute trips, student populations or their travel patterns, or bus routing or maintenance practices. In addition, the proposed unification would not create a need for new or modified school facilities. No land use changes would occur at any district

properties. For these reasons, the proposed unification would not conflict with any land use plans, policies or regulations adopted for environmental protection nor would it conflict with any habitat conservation plan or natural community conservation plan. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
X.	Mineral Resources. Would the project:				
	a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?	☐	☐	☐	☒
	b) Result in the loss of availability of a locally important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan?	☐	☐	☐	☒

Environmental Setting

Extracted mineral resources in Scott Valley include gold, pumice, stone, gravel, and volcanic cinder. There currently are ten surface mines in the Scott Valley area. Scott Valley has many areas affected by historic placer mining for gold and gravel—most notable are the dredger trailing piles or terrace deposits, which exist today as piles of boulders and cobble that still lack soil and contain little vegetation. (Armstrong, 2004; North Coast Regional Water Quality Control Board, 2005; Siskiyou County Planning Department, 2005).

Discussion

a & b) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state, or of a locally important mineral resource recovery site delineated on a local general plan, specific plan, or other land use plan?

The proposed unification would not create a need for new school facilities, cause any modifications to existing facilities, or involve other physical changes to the existing environment. No change in land use of any district properties would occur. For these reasons, the proposed unification would not result in the loss of availability of known mineral resources or of a locally important mineral resource recovery site. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XI.	Noise. Would the project result in:				
	a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or in other applicable local, state, or federal standards?	☐	☐	☐	☒
	b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?	☐	☐	☐	☒
	c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?	☐	☐	☐	☒
	d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?	☐	☐	☐	☒
	e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?	☐	☐	☐	☒
	f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?	☐	☐	☐	☒

Environmental Setting

Existing noise level standards in Siskiyou County have not been updated for many years. However, Siskiyou County Planning Department staff state that the old standards are still valid for planning purposes. The major sources of noise in Scott Valley are SR 3 and the Scott Valley Airport. Noise levels in Scott Valley are well within generally acceptable limits. (Siskiyou County Planning Department, 2005).

Discussion

a & c) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or in other applicable local, state, or federal standards, or a substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?

The proposed unification would not result in an increase in short- or long-term ambient noise levels for several reasons. First, the proposed unification would not cause changes in administrative staffing levels or their commute trips, student populations or their travel patterns, or bus routing or maintenance practices. In addition, the proposed unification would not create a need for new school facilities, cause any modifications to existing facilities, or involve other physical changes to the existing environment. For these reasons, the project would not result in changes in traffic volumes on local roadways or corresponding roadside noise levels, nor would it result in the construction or operation of any stationary noise sources. The project would have no effect on long-term operational noise levels. For these reasons, the project would not result in an increase in ambient noise levels in the project vicinity above levels existing without the project. Further, the proposed unification would not shift the location of persons, nor would it have the potential to expose persons to noise levels in excess of established noise level standards beyond any exceedances that already exist. Therefore, no impact would occur.

b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?

The proposed unification would not create a need for new school facilities, cause any modifications to existing facilities, or involve other physical changes to the existing environment. Therefore, the proposed unification would not result in construction activities that could generate excessive groundborne vibration or groundborne noise levels. Therefore, no impact would occur.

d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?

As discussed in item (b) above, the proposed unification would not result in construction activities that could generate a substantial temporary or periodic increase in ambient

noise levels in the project vicinity above levels existing without the project. Therefore, no impact would occur.

e & f) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport, public use airport, or private airstrip would the project expose people residing or working in the project area to excessive noise levels?

There are two small airports in Scott Valley—Lefko Airport and Scott Valley Airport. However, no school sites are located within two miles of the airports and the airport noise spheres for the airports do not overlap any of the school sites. The proposed unification would not result in any changes to the exposure of people residing or working in the project area to excessive noise levels related to airports. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XII.	Population and Housing. Would the project:				
	a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)?	☐	☐	☐	☒
	b) Displace substantial numbers of existing homes, necessitating the construction of replacement housing elsewhere?	☐	☐	☐	☒
	c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?	☐	☐	☐	☒

Environmental Setting

According to the 2004 U.S. Census estimates, Siskiyou County has a population of 44,891, an increase of about 3.1 percent from a 1990 Census population of 43,531. There are two Census County Divisions (CCD) within Scott Valley—Etna CCD and Fort Jones CCD. According to the 2000 U.S. Census, the population of Etna CCD is 3,380 and the population of Fort Jones CCD is 1,749. The city of Etna is the center of the Etna CCD and has experienced a population decrease of about 5.3 percent since the 1990 Census, according to 2004 Census estimates. Over the same time period, the city of Fort Jones, as the center of the Fort Jones CCD, has experienced a four percent population increase. These trends indicate that Scott Valley, as well as Siskiyou County as a whole, historically has experienced slow population growth. (U.S. Census, 2005).

Discussion

a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of roads or other infrastructure)?

The proposed unification would not induce population growth either directly or indirectly, as the proposed unification would not cause changes in administrative staffing levels or student populations. In addition, the proposed unification would not create a need for new school facilities, cause any modifications to existing facilities, or involve other

physical changes to the existing environment. For these reasons, no impact relative to population growth would occur.

b & c) Displace substantial numbers of people or existing homes, necessitating the construction of replacement housing elsewhere?

As discussed in item (a) above, the proposed unification would not result in any construction activities. For this reasons, the proposed unification would not displace any people or existing housing. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XIII.	Public Services. Would the project:				
	a) Result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, or the need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times, or other performance objectives for any of the public services:				
	Fire protection?	☐	☐	☐	☒
	Police protection?	☐	☐	☐	☒
	Schools?	☐	☐	☐	☒
	Parks?	☐	☐	☐	☒
	Other public facilities?	☐	☐	☐	☒

Environmental Setting

The Siskiyou County Sheriff's Office provides law enforcement in the unincorporated areas of the county, while the California Highway Patrol monitors SR 3. The city of Etna receives police services from the Etna Police Department (Siskiyou Planning Department, 2005).

Federal and State agencies generally are responsible for fire protection and services on their respective lands. Federal agencies with fire protection responsibilities in the Scott Valley area are the Bureau of Land Management, the National Park Service, and the U. S. Fish and Wildlife Service. The California Department of Forestry and Fire Protection has responsibility for wildfires in areas of the county not covered by Federal agencies or a local fire district. The communities of Etna and Fort Jones have volunteer fire departments. The general Scott Valley area receives fire protection services through the Scott Valley Fire Protection District. (Scott Valley Chamber of Commerce, 2005; Siskiyou Planning Department, 2005).

Scott Valley school facilities are described in Chapter 2, Project Description. EUHSD serves four elementary or "component" school districts, which include EUESD, FJUSD, and QVSD, as well as the Forks of Salmon School District that is excluded from the unification. School sites of these component districts also are described in Chapter 2, Project Description. Students from all four component elementary school districts move on to EUHSD for their secondary education.

Refer to Section XIV, Recreation, below for a discussion of existing parks and other recreation opportunities.

Discussion

a) Result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, or the need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times, or other performance objectives for any public services.

The proposed unification would not cause changes in administrative staffing levels or locations, or student populations or locations, nor would it create a need for new or modified school facilities. For these reasons, the proposed unification would not impair an emergency response or evacuation plan, nor would it degrade existing levels of fire protection and emergency response or cause an increased demand for police protection services. No additional parks or other public facilities would be needed to implement the proposed unification. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XIV.	Recreation. Would the project:				
	a) Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	☐	☐	☐	☒
	b) Include recreational facilities or require the construction or expansion of recreational facilities that might have an adverse physical effect on the environment?	☐	☐	☐	☒

Environmental Setting

Opportunities for recreation and tourism are abundant in Siskiyou County with significant portions of the county protected open space, forests, and recreation areas. Scott Valley is surrounded by the Klamath National Forest with the Marble Mountain Wilderness Area nearby. At present, 10.4 percent of the Scott River watershed is protected as designated Wilderness and one percent as Wild and Scenic River. (Scott Valley Chamber of Commerce, 2005; North Coast Regional Water Quality Control Board, 2005).

Discussion

a) Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?

The proposed unification would not generate additional demand or have any other effect on existing recreational facilities, because the proposed project would not generate an increase in population or cause a shift in the location or use of existing recreational facilities by students, administrative staff, or other persons. Therefore, no impact would occur on recreational resources with implementation of the proposed unification.

b) Include recreational facilities or require the construction or expansion of recreational facilities that might have an adverse physical effect on the environment?

The proposed unification would not cause changes in administrative staffing levels or locations, or student populations or locations. For these reasons, the proposed

unification would not create a need for new or modified school facilities, and therefore, would not displace existing recreational facilities or cause a need to construct new recreational facilities. No impacts would occur on recreational resources with implementation of the proposed unification.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XV.	Transportation/Traffic. Would the project:				
	a) Cause an increase in traffic which is substantial in relation to the existing traffic load and capacity of the street system (i.e., result in a substantial increase in either the number of vehicle trips, the volume to capacity ratio on roads, or congestion at intersections)?	☐	☐	☐	☒
	b) Exceed, individually or cumulatively, a level of service standard established by the county congestion management agency for designated roads or highways?	☐	☐	☐	☒
	c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?	☐	☐	☐	☒
	d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	☐	☐	☐	☒
	e) Result in inadequate emergency access?	☐	☐	☐	☒
	f) Result in inadequate parking capacity?	☐	☐	☐	☒
	g) Conflict with adopted policies, plans, or programs supporting alternative transportation (e.g., bus turnouts, bicycle racks)?	☐	☐	☐	☒

Environmental Setting

SR 3 links Scott Valley and the communities of Etna and Fort Jones with Yreka (Siskiyou County seat) and Interstate Highway 5. There is no railroad service through Scott Valley, but two small airports (Lefko and Scott Valley) exist. (HomeTown Locator, 2005; Siskiyou County Planning Department, 2005).

Discussion

a) Cause an increase in traffic which is substantial in relation to the existing traffic load and capacity of the street system (i.e., result in a substantial increase in either the number of vehicle trips, the volume to capacity ratio on roads, or congestion at intersections)?

The proposed unification would not cause changes in administrative staffing levels and student populations, their travel patterns, or bus routing. In addition, the proposed

unification would not create a need for any new or modified school facilities. No changes in traffic generation would occur. Therefore, the project would not increase vehicle trips, nor would it change the volume to capacity ratio on roads or congestion at intersections from current conditions. Therefore, no impact would occur.

b) Exceed, individually or cumulatively, a level of service standard established by the county congestion management agency for designated roads or highways?

As discussed in item (a) above, the proposed unification would not generate any additional trips beyond current conditions. For this reason, the proposed unification would not change the level of service of any roadway, nor would it cause an exceedance of a level of service standard established by the county congestion management agency for designated roads or highways. Therefore, no impact would occur.

c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?

The proposed unification would not increase the population in the area, nor would it cause any change in air traffic operations. Therefore, no impact would occur related to air traffic patterns and safety risks.

d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?

The proposed unification would not result in the construction or modification of any school facilities, nor would it alter land uses so as to introduce incompatible uses. Therefore, no impact would occur.

e & f) Result in inadequate emergency access or parking capacity?

Because the proposed unification would not result in the construction of any new or modified school facilities, it would not result in inadequate emergency access or parking capacity. Therefore, no impact would occur.

g) Conflict with adopted policies, plans, or programs supporting alternative transportation (e.g., bus turnouts, bicycle racks)?

The proposed unification would not result in the construction of any new or modified school facilities, nor would it result in any permanent features that could affect regional transportation or interfere with construction of any future planned facilities that are

intended to service alternative modes of transportation (i.e., bus turnouts, bicycle lanes, etc.). Therefore, potential conflicts with alternative transportation policies, plans, or programs would not occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XVI.	Utilities and Service Systems. Would the project:				
	a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?	☐	☐	☐	☒
	b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	☐	☐	☐	☒
	c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	☐	☐	☐	☒
	d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?	☐	☐	☐	☒
	e) Result in a determination by the wastewater treatment provider that serves or may serve the project that it has adequate capacity to serve the project's projected demand, in addition to the provider's existing commitments?	☐	☐	☐	☒
	f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?	☐	☐	☐	☒
	g) Comply with federal, state, and local statutes and regulations related to solid waste?	☐	☐	☐	☒

Environmental Setting

The North Coast Regional Water Quality Control Board maintains a water quality control plan (Basin Plan) that contains water quality objectives and implementation plans for attaining the water quality objectives. The required triennial review of the North Coast Basin Plan was completed in 2004 (North Coast Regional Water Quality Control Board, 2005).

Within the EUHSD, the communities of Callahan, Etna, and Fort Jones have public water and sewage systems. Residents in the rest of the district rely on domestic wells for their water source and dispose of waste through septic tanks and leach fields.

The Siskiyou County Department of Public Works contracts with Scott Valley Disposal for the collection, transportation, and disposal of residential and commercial garbage, rubbish, and solid waste. The county landfill is located in Yreka and is operated by the City of Yreka (Siskiyou County Department of Public Works, 2005; Siskiyou County Planning Department, 2005).

Discussion

a, b, c) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board or require or result in the construction of new or expanded water or wastewater treatment facilities, or new or expanded storm water drainage facilities, the construction of which could cause significant environmental effects?

Because the proposed unification would not cause changes in administrative staffing levels or student populations, and would not result in the construction of any new or modified school facilities, it would not result in an increased need for wastewater treatment by any sewer service district. Further, the proposed unification would not in itself cause an exceedance of the wastewater treatment requirements of the North Coast Regional Water Quality Control Board, nor would it result in the construction of new or expanded water or wastewater treatment facilities, or storm water drainage facilities. Therefore, no impact would occur.

d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?

As discussed in items (a), (b), and (c) above, the proposed unification would not result in changes in administrative staffing or student population levels, or school facilities. For these reasons, the proposed unification would not create the need for additional water supplies. Therefore, no impact would occur.

e) Result in a determination by the wastewater treatment provider that serves or may serve the project that it has adequate capacity to serve the project's projected demand, in addition to the provider's existing commitments?

As discussed in items (a), (b), and (c) above, the proposed unification would not result in changes in staffing or student population levels, or school facilities. For these reasons, the proposed unification would not create the need for additional or altered wastewater treatment systems. Therefore, no impact would occur.

f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?

As discussed in items (a), (b), and (c) above, the proposed unification would not result in changes in staffing or student population levels, or school facilities. For these reasons, the proposed unification would not affect the amount of waste generated in the county, solid waste disposal practices, or permitted landfill capacity. Therefore, no impact would occur.

g) Comply with federal, state, and local statutes and regulations related to solid waste?

As discussed above in item (f), the proposed unification would not change the amount of waste generated in the county, nor would it change the county's solid waste disposal practices. For these reasons, the proposed unification would not conflict with federal, state, and local statutes and regulations related to solid waste. Therefore, no impact would occur.

	ENVIRONMENTAL ISSUES	Potentially Significant Impact	Less Than Significant with Mitigation Incorporated	Less Than Significant Impact	No Impact
XVII.	Mandatory Findings of Significance.				
	a) Does the project have the potential to substantially degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of an endangered, rare, or threatened species, or eliminate important examples of the major periods of California history or prehistory?	☐	☐	☐	☒
	b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)	☐	☐	☐	☒
	c) Does the project have environmental effects that will cause substantial adverse effects on human beings, either directly or indirectly?	☐	☐	☐	☒

Discussion

a) Does the project have the potential to substantially degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of an endangered, rare, or threatened species, or eliminate important examples of the major periods of California history or prehistory?

The proposed unification would not create a need for nor propose new school or administrative facilities, cause any modifications to existing facilities, or involve other physical changes to the existing environment. No change in land use of any district properties would occur. The proposed unification would not cause changes in administrative staffing levels or locations, or student populations or locations. Implementation of the proposed unification would, therefore, not degrade the quality of the environment; substantially reduce the habitat of a fish or wildlife species; cause a fish or wildlife population to drop below self sustaining levels; threaten to eliminate a

plant or animal community; reduce or restrict the range of rare, threatened or endangered plants or animals; or eliminate important examples of the major periods of California history or prehistory. Therefore, no impact would occur.

b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)

No contribution to cumulatively considerable impacts would occur with implementation of the proposed unification, because no construction, need for new or modified school or administrative facilities, or change in employees or student population would occur. There is no evidence to suggest that the unification itself would encourage or discourage the construction of a new high school, or alter the pattern of shifting student enrollment. No other related past, current or probable future projects were identified in the project area. The environmental analysis in this document preliminarily finds that the proposed unification would have no effect on the environment. Therefore, the proposed unification would not result in any cumulatively considerable impacts.

c) Does the project have environmental effects that will cause substantial adverse effects on human beings, either directly or indirectly?

No significant and unavoidable environmental effects of the proposed unification were identified in this environmental analysis. Therefore, no substantial adverse effects on human beings, either directly, or indirectly, would occur.

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ITEM # 38

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Proposed Unification of the Etna Union High School District with the Etna Union Elementary School District, the Fort Jones Union School District, and the Quartz Valley School District in Siskiyou County	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt the proposed resolution shown in Attachment 2 approving the petition to unify the Etna Union High School District (SD), the Etna Union Elementary SD, the Fort Jones Union SD, and the Quartz Valley SD. The SBE previously excluded the Forks of Salmon SD from the unification.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has not heard this item previously. However, at its July 2004 meeting, the SBE did vote to exclude the Forks of Salmon SD from the proposed unification.

SUMMARY OF KEY ISSUES

Four elementary school districts (Etna Union Elementary SD, Forks of Salmon SD, Fort Jones Union SD, and Quartz Valley SD) currently are component districts within the Etna Union High SD. Resolutions proposing the unification of the Etna Union High SD were submitted to the Siskiyou County Office of Education (SCOE) by the governing boards of the Etna Union High SD, the Etna Union Elementary SD, the Fort Jones Union SD, and the Quartz Valley SD. The Forks of Salmon SD supports the unification concept but does not support its inclusion in the unification due to the extreme geographic isolation of the district. The affected districts proposed the unification with the belief that it would be in the best long-term interests of the students and districts.

Subsequent to initial adoption of resolutions supporting unification and public hearings on the unification proposal, the governing boards of the Etna Union Elementary SD and the Quartz Valley SD adopted resolutions requesting exclusion from the unification. The reasons for these exclusion requests include:

- Unification is against the wishes of the governing board.
- The county level unification process was based on miscommunications and misunderstandings.

- The local unification proposal is insufficient, because it fails to provide information to make findings required by *Education Code* Section (*EC*) 35753(a) and provides no plan to inform the community about what will happen to schools, teachers, support staff, and students.

The Siskiyou County Committee on School District Organization (SCC) found that all of the nine conditions for unification in *EC* 35753(a) are substantially met and, on September 1, 2004, the SCC recommended approval of the unification proposal.

CDE staff also finds that all nine conditions in *EC* 35753(a) are substantially met and recommends that the SBE approve the proposal to unify Etna Union High SD with Etna Union Elementary SD, Fort Jones Union SD, and Quartz Valley SD. Staff's analysis is provided as Attachment 1. A proposed resolution approving the petition is provided as Attachment 2 for the Board's consideration.

The SBE may exclude Etna Union Elementary SD and Quartz Valley SD from the unification pursuant to *EC* 35542(b). The staff analysis indicates that, with such exclusions, all nine conditions in *EC* 35753(a) still are substantially met. However, the analysis further finds that the unification will not be as economically or educationally beneficial if the two districts are excluded. Although the CDE does not recommend excluding the districts, an alternative resolution approving the petition, but excluding the Etna Union Elementary SD and the Quartz Valley SD, is provided as Attachment 3.

While EC 35754 directs the SBE to either approve or disapprove the formation of a proposed new district, the section does not place timelines on the SBE decision. Therefore, if the SBE believes it needs additional information to decide whether to approve or disapprove the unification (or to approve or disapprove the exclusion requests) the SBE may take action to postpone its decision if the SBE believes that such postponement is necessary to obtain the necessary information.

FISCAL ANALYSIS (AS APPROPRIATE)

Based on 2004-05 data from the SCOE, and the CDE, the blended Etna Union High SD, Etna Union Elementary SD, Fort Jones Union SD, and Quartz Valley SD revenue limit, including enhancements due to salary and benefit differentials, is estimated to be $5,364.81 per average daily attendance (ADA) for the new district. The blended, or weighted average, revenue limit per ADA is revenue neutral. It is only the $354,417 ($484.21 per ADA) adjustment for salary and benefit differentials that yields new revenues to the districts and associated costs to the state. The revenue limit computation is included as Attachment 4. Increases in Proposition 98 revenue limit funding due to reorganization are not considered unanticipated increased costs to the state since these funding increases are provided for in statute and are capped, and do not increase the total amount of state General Fund that is provided for kindergarten through twelfth grade education.

Both Etna Union High SD and Quartz Valley SD have schools that qualify for Necessary Small School (NSS) funding. Currently, *EC* 35735.1 requires that the ADA associated

with NSS funding be excluded from the calculation of the revenue limit for the new unified school district. The CDE has concerns with this exclusion and may introduce legislation to change the method of calculation. If legislation that affects the calculation of the revenue limit is signed into law, the CDE will make any necessary adjustments to the revenue limit pursuant to *EC* 35735.1(c).

No other effects on state costs due to the reorganization have been identified.

ATTACHMENT(S)

Attachment 1: Report of Required Conditions for Reorganization (22 Pages)

Attachment 2: Proposed Resolution (1 Page)

Attachment 3: Alternative Approval Resolution (1 Page)

Attachment 4: Revenue Limit Worksheet for Reorganized School Districts (4 Pages) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 5: March 24, 2004, letter to Reed Hastings, State Board President from Barbara M. Dillmann, Superintendent of Schools, Siskiyou County (6 Pages) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 6: May 25, 2004, letter to Rae Belisle, Executive Director, California State Board of Education, from Elizabeth H. Hanauer, Administrator, Forks of Salmon School District (3 Pages) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 7: Siskiyou County Committee on School District Organization, September 1, 2004, meeting minutes (1 Page) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 8: June 20, 2005, letter to Catherine Barkett, Executive Director, State Board of Education, from Glenn R. Harris, Superintendent, Etna Union Elementary School District (14 Pages) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 9: Criteria for Approval of Reorganization Proposals (7 Pages) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 10: School District: “New Unified District,” Four Participating Districts Combined into High School Salary Schedule (5 Pages) (This

attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 11: Proposed Unification, Scott Valley School Districts (2 Pages) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 12: December 5, 2005, letter to State Board of Education, from Winifred A. Walker, Superintendent, Etna Union High School District (2 Pages) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 13: Revenue Limit Worksheet for Reorganized School Districts Excluding Two School Districts (4 Pages) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 14: School District: “New Unified District,” Fort Jones Union School District Placed onto High School Salary Schedule (1 Page) (This attachment is not available for Web viewing, a printed copy is available for viewing in the SBE Office)

Attachment 15: Alternative Resolution (1 Page)

PROPOSED UNIFICATION OF THE ETNA UNION HIGH SCHOOL DISTRICT WITH THE ETNA UNION ELEMENTARY SCHOOL DISTRICT, THE FORT JONES UNION SCHOOL DISTRICT, AND THE QUARTZ VALLEY SCHOOL DISTRICT IN SISKIYOU COUNTY

REPORT OF REQUIRED CONDITIONS FOR REORGANIZATION

1.0 RECOMMENDATION

Staff recommends that the State Board of Education (SBE) adopt the resolution in Attachment 2, which would approve the proposal to form a unified school district from territory of the Etna Union High School District (SD). The SBE previously excluded the Forks of Salmon SD, which is an elementary school district currently within the high school district boundaries, from the unification. *Education Code (EC)* Section 35542(b) gives the SBE the authority to exclude elementary districts from a proposal to unify a high school district.

2.0 BACKGROUND

Four elementary school districts (Etna Union Elementary SD, Forks of Salmon SD, Fort Jones Union SD, and Quartz Valley SD) currently are component districts within the Etna Union High SD. Resolutions proposing the unification of the Etna Union High SD with Etna Union Elementary SD, Fort Jones Union SD, and Quartz Valley SD were submitted to the Siskiyou County Office of Education (SCOE) by the governing boards of those districts (Attachment 5). The Forks of Salmon SD requested exclusion from the unification, pursuant to *EC* 35542(b), and the SBE approved this exclusion on July 8, 2004 (Attachment 6).

The county superintendent of schools is required to examine resolutions for a proposed school district organization and determine whether the resolutions are sufficient and signed as required by law (*EC* 35704). On or about March 24, 2004, the Siskiyou County Superintendent of Schools determined that the resolutions for the unification of the Etna Union High SD, the Etna Union Elementary SD, the Fort Jones Union SD, and the Quartz Valley SD were sufficient and signed as required by law.

At a public hearing and deliberation meeting held September 1, 2004, the Siskiyou County Committee on School District Organization (SCC) unanimously voted to recommend approval of the unification proposal (Attachment 7).

3.0 REASONS FOR THE UNIFICATION

The resolutions of the affected school districts state that unification be pursued for reasons of increased efficiency and effectiveness of educational service delivery.

4.0 POSITIONS OF SCHOOL DISTRICTS

All affected districts adopted identical resolutions (Attachment 5), which indicate support for unification of the Etna Union High SD. However, the day before the SCC voted to approve the unification proposal, the governing board of the Etna Union Elementary SD adopted a resolution requesting exclusion from the unification. The governing board of the Quartz Valley SD adopted a similar resolution on January 11, 2005 (Attachment 8). The reasons for the districts requesting exclusion include:

- Unification is against the wishes of the governing board.
- The county level unification process was based on miscommunications and misunderstandings.
- The local unification proposal is insufficient, because it fails to provide information to make findings required by *EC* 35753(a) and provides no plan to inform the community about what will happen to schools, teachers, support staff, and students.

5.0 *EC* 35753 CONDITIONS

The SBE may approve proposals for the reorganization of districts if the SBE has determined the proposal substantially meets the nine conditions in *EC* 35753. Those conditions are further clarified by *California Code of Regulations,* Title 5 *(5 CCR),* Section 18573.

For its analysis of the current proposal, CDE staff met with SCOE staff and superintendents of the affected districts, and reviewed the following information provided by the SCOE and affected school districts:

- Resolutions for the proposed reorganization.
- "Criteria for Approval of Reorganization Proposals," prepared by the SCC.
- Miscellaneous support documents.

Staff findings and conclusions regarding the required conditions in *EC* 35753 and *5 CCR* Section 18573 conditions follow:

5.1 The new districts will be adequate in terms of number of pupils enrolled.

<u>Standard of Review</u>

It is the intent of the SBE that direct service districts not be created which will become more dependent upon county offices of education and state support unless unusual circumstances exist. Therefore, each district affected must be adequate in terms of numbers of pupils, in that each such district should have the following projected enrollment on the date the proposal becomes effective

or any new district becomes effective for all purposes: elementary district, 901; high school district, 301; unified district, 1,501. (*5 CCR* Section 18573(a)(1)(A))

County Committee Evaluation/Vote

On September 1, 2004, the SCOE reported that total enrollment of the new unified district would be 704, not including an operating charter school, with an enrollment of 30 (Attachment 9).

Staff Findings/Conclusion

As stated previously, a new unified district is adequate in terms of number of pupils if projected enrollment is 1,501 or greater on the date the new district becomes effective for all purposes. The following table depicts 2004-05 California Basic Educational Data System (CBEDS) enrollment for all five current districts, as well as the combined enrollment for the proposed unified district.

Current Enrollment in Affected Districts

District	2004-05 CBEDS Enrollment
Etna Union High SD	352
Etna Union Elementary SD	247
Fort Jones Union SD	116
Quartz Valley SD	48
Forks of Salmon SD	14
Proposed Unified SD (Etna Union High, Etna Union Elementary, Fort Jones Union, and Quartz Valley)	763

The following table displays historical enrollment in the districts proposed for unification and the percent growth for each year.

Five-Year Enrollment Trend for Proposed Unified District

Year	Enrollment	Percent Growth
1999-2000	969	
2000-2001	930	-4.0%
2001-02	845	-9.1%
2002-03	820	-3.0%
2003-04	796	-2.9%
2004-05	763	-4.1%

Enrollment in the Etna Union High SD and its component districts has been declining steadily over the past five years—over 21 percent decline in

enrollment since 2000-2001. Unification would provide the districts a larger pool of students and more flexibility to address issues of declining enrollment.

Total enrollment in the proposed unified school district does not reach the 1,501 level required for adequate enrollment in a new district. However, the intent of the 1,501 student limit is to avoid creation of new direct service districts. All five affected districts currently are direct service districts, so "it is not practical or possible to apply" this condition (*EC* 35753(b)). The proposal would not result in any increase in the number of students eligible for direct service funding and would decrease the number of direct service districts in Siskiyou County.

5.2 The districts are each organized on the basis of a substantial community identity.

Standard of Review

The following criteria from *5 CCR* Section 18573(a)(2), should be considered to determine whether a new district is organized on the basis of substantial community identity: isolation; geography; distance between social centers; distance between school centers; topography; weather; community, school and social ties; and other circumstances peculiar to the area.

County Committee Evaluation/Vote

The SCOE noted that all affected districts are located within the Scott Valley community and each of the affected elementary school districts are component districts of Etna Union High SD (Attachment 9).

Staff Findings/Conclusion

The new unified school district would correspond to the boundaries of the existing high school district. Therefore, a distinct educational community already exists within the boundaries of the proposed unified school district. Additionally, the communities within the Etna Union High SD area have shared a sense of identity over the years through the high school district. This district-wide community identity role of the Scott Valley will not be affected by the unification since the boundaries of the proposed unified district are the same as the current high school district.

The primary communities in the Scott Valley area are the cities of Etna and Fort Jones. These communities are about 11 miles apart. Each of the schools in the affected districts is less than 12 miles from any of the other schools. Thus, the primary communities and the schools affected by the unification are in a relatively geographically compact area.

The SBE has approved exclusion of Forks of Salmon SD from the unification because of its extreme geographic isolation. Forks of Salmon SD is remote from the Scott Valley area (about an hour and half drive in good weather) and surrounded by mountains. Because of this isolation, only about 30 percent of Forks of Salmon SD graduates attend Etna High School—the remainder choose other alternatives, including moving from the area, home schooling, or boarding schools.

Staff finds that the proposed district would be organized on the basis of a substantial community identity since it would correspond to existing school district boundaries and contribute to increased community identity in the Scott Valley area. Staff concludes that this condition is substantially met.

5.3 The proposal will result in an equitable division of property and facilities of the original district or districts.

Standard of Review

To determine whether an equitable division of property and facilities will occur, the California Department of Education (CDE) reviews the proposal for compliance with the provisions of *EC* 35560 and 35564 and determines which of the criteria authorized in *EC* 35736 shall be applied. The CDE also ascertains that the affected districts and county office of education are prepared to appoint the committee described in *EC* 35565 to settle disputes arising from such division of property. (*5 CCR* Section 18573(a)(3))

County Committee Evaluation/Vote

The SCOE indicates that the unification will not result in any division of property since all districts are being consolidated into a single unified district (Attachment 9).

Staff Findings/Conclusion

Staff concludes that this condition has been met. Staff agrees with the SCOE that there will be no need to divide property, funds, and obligations because no district in the proposal will be divided. At the time the unification proposal was heard by the SCC, there was no outstanding bonded indebtedness in any of the affected districts. Any bonded indebtedness acquired by the high school district prior to the effective date of the unification will remain the liability of property owners within the entire proposed unified school district.

The Etna Union Elementary SD maintains a charter school (Etna Academy of Arts, Sciences, and Technology). Upon a unification that includes Etna Union Elementary SD, the new unified district will assume rights and responsibilities, pursuant to Part 26.8 of the *EC*, for this charter school.

5.4 The reorganization of the districts will not promote racial or ethnic discrimination or segregation.

Standard of Review

In *5 CCR* Section 18573(a)(4), the SBE set forth five factors to be considered in determining whether reorganization will promote racial or ethnic discrimination or segregation:

(a) The current number and percentage of pupils in each racial and ethnic group in the affected districts and schools in the affected districts, compared with the number and percentage of pupils in each racial and ethnic group in the affected districts and schools in the affected districts if the proposal or petition were approved.

(b) The trends and rates of present and possible future growth or change in the total population in the districts affected, in each racial and ethnic group within the total district, and in each school of the affected districts.

(c) The school board policies regarding methods of preventing racial and ethnic segregation in the affected districts and the effect of the proposal or petition on any desegregation plan or program of the affected districts, whether voluntary or court ordered, designed to prevent or alleviate racial or ethnic discrimination or segregation.

(d) The effect of factors such as distance between schools and attendance centers, terrain, geographic features that may involve safety hazards to pupils, capacity of schools, and related conditions or circumstances that may have an effect on the feasibility of integration of the affected schools.

(e) The effect of the proposal on the duty of the governing board of each of the affected districts to take steps, insofar as reasonably feasible, to alleviate segregation of minority pupils in schools regardless of its cause.

County Committee Evaluation/Vote

The SCOE notes that all affected elementary school districts are components of the Etna Union High SD and, therefore, unification will not promote racial or ethnic discrimination or segregation (Attachment 9).

Staff Findings/Conclusion

The current (2004-05 CBEDS) percent of minority students in Etna Union High SD and its component elementary districts is depicted in the following table. The percentages of minority students in the proposed unified school district also are displayed.

*Percentages of Minority and White Students in Affected Districts**

	Minority Students		White Students	
District	**1998-99**	**2004-05**	**1998-99**	**2004-05**
Etna Union High SD	15.5%	18.5%	84.5%	81.3%
Etna Union Elementary SD	14.6%	23.1%	85.4%	72.5%
Fort Jones Union SD	23.1%	16.4%	76.9%	83.6%
Quartz Valley SD	28.0%	39.6%	72.0%	60.4%
Proposed unified district	17.1%	21.0%	82.9%	77.5%
Forks of Salmon SD	16.7%	35.7%	83.3%	64.3%
Countywide	20.7%	22.2%	78.7%	74.6%

*Percentages for a given year may not sum to 100 percent because the multiple/no response category is not included in the table.

Because the unification is a consolidation of districts, the racial/ethnic composition of students in the proposed unified district reflects the entire Scott Valley area. The few students in the Forks of Salmon District (14 in 2004-05) would have little effect on the racial/ethnic composition of students in the new unified district.

The unification proposes a consolidation of the Etna Union High SD with the Etna Union Elementary SD, the Fort Jones Union SD, and the Quartz Valley SD. The excluded Forks of Salmon SD will continue to operate its own kindergarten through eighth grade program and send secondary students to high schools under the same terms and conditions as existed prior to unification. Thus, the proposed unification will not cause any student to move from one school to another.

Staff finds that the proposed unification will not negatively affect (1) the districts' duty to take steps to alleviate any segregation of minority pupils in schools and (2) any factor that may have an effect on the feasibility of the integration of affected school. Given the lack of negative effects and the fact that no students will be displaced or transferred to different schools as a result of the proposal, staff finds that this condition is substantially met.

5.5 The proposed reorganization will not result in any substantial increase in costs to the state.

Standard of Review

EC 35735 through 35735.2 mandate a method of computing revenue limits without regard to this condition. Although the estimated revenue limit is considered in this section, only potential costs to the state other than those mandated by *EC* 35735 through 35735.2 are used to analyze the proposal for compliance with this condition.

County Committee Evaluation/Vote

The SCOE study includes a calculation of the projected revenue limits for the proposed unified school district. Based on this calculation, unification of the Etna Union HSD with the Etna Union ESD, the Fort Jones Union ESD, and the Quartz Valley SD will increase the revenue limit for that area by ten percent (Attachment 9).

Staff Findings/Conclusion

Current law specifies that when computing the base revenue limit of the newly reorganized unified school district, the total base revenue limit for all affected districts is divided by the total average daily attendance (ADA) for the newly reorganized district. This weighted average calculation is revenue neutral since it yields the same total base revenue limit as for the affected districts. Once the base revenue limit is established, it will be used to determine the district's funding levels.

The law also provides that the funding and ADA associated with pupils attending necessary small schools funded through necessary small school allowances be excluded from the calculation of the new base revenue limit. It may seem appropriate that such funding and ADA be excluded from this calculation since necessary small schools are not funded through a district's base revenue limit. However, it seems improper that a district's base revenue limit permanently exclude the necessary small school population since a school district's eligibility for necessary small school funding can change from year to year. CDE staff may propose legislation to clarify the method for computing the base revenue limit of the newly reorganized unified school district.

Based on 2004-05 data from the SCOE, and CDE, the blended Etna Union High SD, Etna Union Elementary SD, Fort Jones Union SD, and Quartz Valley SD revenue limit, including enhancements due to salary and benefit differentials, is estimated to be $5,364.81 per ADA for the new district. Should the proposed unified district become effective for all purposes, the revenue limit will be calculated by staff in the CDE Principal Apportionment Unit using information submitted by the SCOE based on second prior fiscal year data (2005-06 for a July 1, 2007, effective date), including any adjustments for which the proposed district may be eligible. If legislation that affects the calculation of the revenue limit is signed into law, CDE will make any necessary adjustments to the revenue limit pursuant to *Education Code* Section 35735.1(c). Staff estimates that revenue limit funding will increase by approximately ten percent as a result of formation of the new unified district. As stated previously, increases in revenue limit funding due to reorganization are not considered to be increased costs to the state since these funding increases are statutorily authorized.

State costs for transportation, categorical programs, regular programs, and special education should not be affected significantly by the proposed reorganization since, typically, funding for these programs would follow the students.

Staff concludes that this condition is substantially met.

5.6 The proposed reorganization will not significantly disrupt the educational programs in the proposed districts and districts affected by the proposed reorganization and will continue to promote sound education performance in those districts.

Standard of Review

The proposal or petition shall not have a significant adverse effect on the educational programs of districts affected by the proposal or petition, and the CDE shall describe the district-wide programs, and the school site programs, in schools not a part of the proposal or petition, that will be adversely affected by the proposal or petition. (*5 CCR* Section 18573(a)(5))

County Committee Evaluation/Vote

The SCOE notes that the proposed unification will lead to a better articulated kindergarten through twelfth grade program and that factor, in addition to the high test scores in all the districts, will ensure that sound educational performance will continue (Attachment 9).

Staff Findings/Conclusion

Schools in the affected districts currently perform well on academic accountability measures. Every one of the schools in the Etna Union High SD and its component elementary school districts met all 2005 Adequate Yearly Progress (AYP) criteria. The following table displays the 2005 Academic Performance Index (API) Growth score for each of the schools. A number of schools (especially community day schools) in the districts are not included in the table since no valid API score can be calculated for schools that have fewer than 11 valid scores.

2005 Growth API

District	School	Growth API
Etna Union High SD	Scott Valley Junior High	787
Etna Union High SD	Etna High	780
Etna Union Elementary SD	Etna Elementary	829
Etna Union Elementary SD	Etna Academy of Arts, Sciences, and Technology	757
Fort Jones Union SD	Fort Jones Elementary	779
Quartz Valley SD	Quartz Valley Elementary	747

Currently, the affected districts informally collaborate to address issues of articulation of the educational program across grade spans. Establishing a unified school district with a single governing board will help to ensure the continuity of curriculum from kindergarten to twelfth grade.

No students will be displaced or transferred to different schools as a result of the proposal. No educational program (high school, junior high school, or elementary school) will be threatened due to reduction in student or staffing level. Thus, the unification should have minimal effect (if any) on ability to implement the educational program at the school site level.

The proposed unification will allow the realignment of duties for administrative staff, thus reducing the number of staff performing multiple functions. Instead of a small number of staff responsible for multiple tasks, individual staff can develop specialized skills in an area of responsibility. This should increase the efficiency and effectiveness of district operations, especially in the area of instructional leadership.

The new unified district will annually receive about a ten percent increase in revenue currently received by affected districts. CDE estimates that at approximately $285,000 (or approximately $389 per ADA) could be available annually to augment educational programs (see Section 5.9).

Staff agrees with the SCC's finding that this condition is substantially met.

5.7 The proposed reorganization will not result in a significant increase in school housing costs.

County Committee Evaluation/Vote

The SCOE (Attachment 9) notes that the districts currently have adequate facilities to house existing students.

Staff Findings/Conclusion

Since no students will be displaced or transferred to different schools as a result of the proposal, no additional facilities will be required as a consequence of the unification.

Staff agrees with the SCC's finding that this condition is substantially met.

5.8 The proposed reorganization is not primarily designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district.

County Committee Evaluation/Vote

The SCOE states: "The proposed reorganization will have no impact on property owners" (Attachment 9).

Staff Findings/Conclusion

No evidence was presented to indicate that the proposed unification of Etna Union High SD with Etna Union Elementary SD, Fort Jones Union SD, and the Quartz Valley SD would increase property values in either of the districts. Nor is there any evidence from which it can be discerned that an increase in property values could be the primary motivation for the proposed reorganization. Staff concludes this condition is substantially met.

5.9 The proposed reorganization will not cause a substantial negative effect on the fiscal management or fiscal status of the proposed district or any existing district affected by the proposed reorganization.

County Committee Evaluation/Vote

The SCOE report notes that the proposed unification would not have a fiscal impact on the proposed district or any existing district affected by the proposed reorganization (Attachment 9).

Staff Findings/Conclusion

To assess the financial impact of the proposed reorganization, staff reviewed each district's annual audit report and information provided by the SCOE. Staff concluded that if the proposed unification was approved, the reorganization would result in the following:

- The new district would have adequate reserves. All of the affected districts have sustained at least the recommended reserves for the past three years. Currently, each district has the viability to continue operating as a separate entity. However, the Etna Union Elementary SD has incurred a deficit in the past three years. The factors that are contributing to deficit spending are predominately declining enrollment, exacerbated by an aging facility in need of major repair and renovation.

- The new district would receive a blended, or weighted average, revenue limit. This blended revenue limit is adjusted for salary and benefit differentials. (See 5.5 above) Thus, the new unified district will receive more revenue limit funding than would be received by the combined affected school districts.

- State funding would increase by approximately $354,000 as a result of the unification. This increase is predicated on differences among districts' average costs of salaries and benefits for full-time equivalent staff. The new district could raise all salary levels to that of the district with the highest rates. If this were done, approximately $69,000 would be required (Attachment 10), leaving an estimated $285,000 for the augmentation of kindergarten through twelfth grade educational programs. However, the new district is not obligated to adopt the highest salary schedules. The new schedules will be a product of negotiations between the district and the bargaining units.

- Etna Union High SD, Etna Union Elementary SD, Fort Jones Union ESD, and Quartz Valley SD have existing administrative structures. The unification should not cause an expansion in the combined administrative overhead but, instead, should result in a shift in fixed administrative expenses. According to estimates from the SCOE (Attachment 11), the reorganization would result in savings of over $59,000 annually from consolidating district costs, related district support services, school districts audits, technology services, and other administrative services. Further incremental savings may be achieved over time due to attrition, and as some functions in the areas of business, superintendent, and board are streamlined.

- Declining enrollment results in decreased revenue for school districts. Unification would provide a larger pool of students and more flexibility to address effects of this decrease in revenue.

Staff concludes the proposed reorganization would not have a substantial negative effect on the fiscal management or fiscal status of the proposed district or any existing district affected by the proposed reorganization and concludes that this condition is substantially met.

6.0 COUNTY COMMITTEE *EC* 35707 REQUIREMENTS

EC 35707 requires the county committee on school district organization to make certain findings and recommendations and to expeditiously transmit them along with the reorganization petition to the SBE. The SCC made the following findings and recommendations:

6.1 County Committee Recommendation for the Petition

The SCC voted to recommend approval of the proposal to unify Etna Union High SD with Etna Union Elementary SD, Fort Jones Union SD, and Quartz Valley SD.

6.2 County Committee Opinion Regarding *EC* 35753 Conditions

The SCC approved the SCOE findings based on the nine conditions listed in *EC* 35753(a).

7.0 STAFF RECOMMENDED AMENDMENTS TO THE PETITION

The SBE has authority to amend or add certain provisions to any petition for reorganization. This section contains CDE staff recommendations for such amendments.

7.1 Article 3 Amendments

Petitioners may include, and the county committee or SBE may add or amend, any of the appropriate provisions specified in Article 3 of the *EC* (commencing with Section 35730). These provisions include:

<u>Membership of Governing Board/Trustee Areas</u>

The resolutions petitioning for unification that were approved by the governing boards of the affected districts (Attachment 5) do not address the membership of the governing board of the proposed unification or whether trustee areas should be established for electing members of the new governing board.

However, the SCC added a provision to establish trustee areas in the new unified school district. The SCC provision calls for two trustee areas: one trustee area representing Etna Union Elementary SD and Forks of Salmon SD; and one trustee area representing Fort Jones Union SD and Quartz Valley SD.

Two governing board members must reside in each trustee area and the fifth board member can reside in either area. All five governing board members would be elected at-large, with voters from the entire unified school district voting for each board member (Attachment 9).

There were some concerns expressed during local public hearings regarding trustee area boundaries. Establishing and changing trustee areas are primarily local issues, with the SBE's only role in the process coming at the time of the initial formation of a district. Should the voters or the governing board of the district wish to change trustee areas at any time in the future, this change can be accomplished locally without SBE approval.

Computation of Base Revenue Limit

A proposal for reorganization of school districts must include a computation of the base revenue limit per ADA for each reorganized district. Working with staff from SCOE, CDE staff obtained an estimated base revenue limit based on 2004-05 data. This base revenue limit computation of $5,364.81 per ADA is contained in Attachment 4.

Division of Property and Obligations

A proposal for the division of property (other than real property) and obligations of any district whose territory is being divided among other districts may be included. Since no district is divided as a result of the current unification proposal, there will be no division of property and obligations.

Upon a unification that includes any school district that maintains a charter school, the new unified school district will assume the rights and responsibilities, pursuant to Part 26.8 of the *EC*, for the charter schools.

Method of Dividing Bonded Indebtedness

A proposal for reorganization may include a method of dividing the bonded indebtedness other than the method established in *EC* 35576 for the purpose of providing greater equity in the division. No current bonded indebtedness exists in any of the affected districts.

7.2 Area of Election

A provision specifying the territory in which the election to reorganize the school districts will be held is one of the provisions under *EC* Article 3 (see 7.1 above) that the SBE may add or amend. *EC* 35756 also indicates that, should the SBE approve the proposal, the SBE must determine the area of election.

The area proposed for reorganization is the Etna Union High SD. Thus, the "default" election area is this school district. (*EC* 35732) The SBE may alter

this “default” election area if it determines that such alteration complies with the following area of election legal principles. Again, the election area must be determined only if the SBE approves the unification proposal.

Area of Election Legal Principles

The Local Agency Formation Commission (LAFCO)[1] court decision provides the most current legal interpretations to be followed in deciding the area of school district reorganization elections. This decision upheld a limited area of election on a proposal to create a new city, citing the "rational basis test." The rational basis test may be used to determine whether the area of election should be less than the total area of the district affected by the proposed reorganization unless there is a declared public interest underlying the determination that has a real and appreciable impact upon the equality, fairness, and integrity of the electoral process, or racial issues. If so, a broader area of election is necessary.

In applying the rational basis test, a determination must be made as to whether:

(a) There is a genuine difference in the relevant interests of the groups, in which case an enhancement of the minority voting strength is permissible.

(b) The reduced voting area has a fair relationship to a legitimate public purpose. The fair relationship to a legitimate public purpose is found in *Government Code* Section 56001, which expresses the legislative intent "to encourage orderly growth and development," such as promoting orderly school district reorganization statewide that allows for planned, orderly community-based school systems that adequately address transportation, curriculum, faculty, and administration. This concept includes both:

1. Avoiding the risk that residents of the area to be transferred, annexed, or unified might be unable to obtain the benefits of the proposed reorganization if it is unattractive to the residents of the remaining district; and

2. Avoiding islands of unwanted, remote, or poorly served school communities within large districts.

However, even under the rational basis test, a determination to reduce the area of election would, according to LAFCO, be held invalid if the determination constituted an invidious discrimination in violation of the

[1] *Board of Supervisors of Sacramento County, et al., v. Local Agency Formation Commission (3 Cal. 4th 903, 1992)*

constitutional Equal Protection Clause (e.g., involving a racial impact of some degree).

CDE Staff Recommendation for Area of Election

The SBE may reduce the election area from the entire Etna Union High SD, which includes all component elementary school districts, if it determines that such reduction is in accordance with the above area of election legal principles. Although the reorganization proposal calls for the exclusion of the Forks of Salmon SD from the unification process, staff recommends the entire Etna Union High SD as the area of election should the SBE approve the unification proposal. The new unified school district will provide the secondary education program for all students residing within the district. Voters within the excluded elementary school district also will vote for governing board members of the unified district and general obligation bond measures targeted for secondary facilities.

7.3 Exclusion of Component Elementary Districts

EC 35542(b), added by Chapter 1186, Statutes of 1994, provides that:

> [A]n elementary school district that has boundaries that are totally within a high school district may be excluded from an action to unify those districts if the governing board receives approval for an exclusion from the State Board of Education. Any elementary school district authorized by the State Board of Education to be excluded from an action to unify may continue to feed into the coterminous high school under the same terms that existed before any action to unify . . . .

Circumstances of Current Unification Proposal

On May 25, 2004, the governing board of Forks of Salmon SD requested that the SBE exclude that district from the proposed unification (Attachment 6). At its July 8, 2004 meeting, the SBE approved the exclusion for Forks of Salmon. Thus, the unification proposal that was considered at the local level and recommended for approval by the SCC, was a proposal to unify around the boundaries of the Etna Union High SD and to exclude Forks of Salmon SD from the unification.

The day before the SCC voted to approve the unification proposal, the governing board of the Etna Union Elementary SD adopted a resolution requesting exclusion from the unification. The governing board of the Quartz Valley SD adopted a similar resolution on January 11, 2005 (Attachment 8). As stated previously, only the SBE has authority to approve exclusion of component elementary districts, and such exclusion is discretionary.

CDE Staff Recommendation for Exclusion of Component Districts

CDE staff has significant concerns regarding the requests of the governing boards of the Etna Union Elementary SD and the Quartz Valley SD to be excluded from the unification. As stated previously, the specific proposal recommended for approval by the SCC addressed exclusion of only Forks of Salmon SD. Over the last ten years, the SBE has heard 19 unifications that proposed consolidations of high school districts while excluding one or more component elementary school districts. All exclusions approved by the SBE during this time period were exclusions that were part of the local proposal as recommended by the county committee. Should the SBE approve the exclusions of Etna Union Elementary SD and Quartz Valley SD from the unification, it would be the first time for approval of exclusions without a county committee recommendation.

In all past cases, CDE recommendation for approval of exclusion has been for one of two reasons:

- The district requesting exclusion was geographically isolated from the remainder of the elementary component districts involved in the unification (as is the current case with the Forks of Salmon SD).

- The exclusions were part of the unification proposal that was validated by the county superintendent of schools, considered at public hearings, and analyzed by the county committee.

As stated previously, the reasons for the districts requesting exclusion include:

- Unification is against the wishes of the governing board.

- The county level unification process was based on miscommunications and misunderstandings.

- The local unification proposal is insufficient, because it fails to provide information to make findings required by *EC* 35753(a) and provides no plan to inform the community about what will happen to schools, teachers, support staff, and students.

From review of public hearing proceedings and discussions with district superintendents, it appears to CDE staff that the primary concerns for the two districts requesting exclusion are (1) a study examining the effects of the unification has not been completed, and (2) especially for Quartz Valley SD, a concern that Quartz Valley Elementary School could be closed as a result of the unification. CDE staff believes that this current report has examined all issues that can be examined prior to a unification actually taking effect. This analysis finds that all required conditions have been substantially met, and that the unification could be beneficial to the districts especially in the areas of (1) addressing effects

of declining enrollment in the Scott Valley area, (2) improving articulation of the educational program, and (3) improving the overall fiscal status of the districts.

Specific questions regarding whether schools will be closed and where staff will actually be working cannot be addressed at this time. These are issues that the governing board of the any new unified district must address. The governing board of the new district will not be elected until the new district is approved by voters—so it is not possible to determine, at this time, what actions the new governing board will take. However, it should be noted that CDE staff has not seen nor heard any public expression of support for closure of any school or disruption of any existing program. In fact, the governing board resolutions for unification (Attachment 5) contain a provision for maintaining all existing school sites.

If the SBE approves the exclusion of Etna Union Elementary SD and Quartz Valley SD, the analyses of some of the nine conditions (Section 5.0 of this report) require modification. The following conditions will not be substantially affected by the exclusion of the two districts:

- The districts are each organized on the basis of a substantial community identity.

- The proposal will result in an equitable division of property and facilities of the original district or districts.

- The reorganization of the districts will not promote racial or ethnic discrimination or segregation.

- The proposed reorganization will not result in any substantial increase in costs to the state.

- The proposed reorganization will not result in a significant increase in school housing costs.

- The proposed reorganization is not primarily designed to result in a significant increase in property values causing financial advantage to property owners because territory was transferred from one school district to an adjoining district.

Exclusion of the two districts from the unification will affect the remaining three conditions. Brief analyses of those conditions, with the two districts excluded, follow:

- The new districts will be adequate in terms of number of pupils enrolled.

  If Etna Union Elementary SD and Quartz Valley SD are excluded from the unification, enrollment in the proposed unified district will be substantially

reduced from the 763 students reported in Section 5.1. The table below depicts historical enrollment trends for the combined Etna Union High SD and Fort Jones Union SD.

Five-Year Enrollment Trend for Proposed Unified District

Year	Enrollment	Percent Growth
1999-2000	659	
2000-2001	660	0.2%
2001-02	580	-12.1%
2002-03	590	1.7%
2003-04	514	-12.9%
2004-05	468	-8.9%

As can be seen in the above table, excluding the two districts will reduce enrollment in the new unified district to 468—from the 763 enrollment if all districts are included (see Section 5.1). Etna Union High SD and Fort Jones Union SD have stated concerns with the size of the new district if Etna Union Elementary SD and Quartz Valley SD are excluded from the unification (Attachment 12).

- The proposed reorganization will not significantly disrupt the educational programs in the proposed districts and districts affected by the proposed reorganization and will continue to promote sound education performance in those districts.

  Unification excluding Etna Union Elementary SD and Quartz Valley SD will not significantly disrupt educational programs in affected districts. However, the advantages for educational program due to unification will be reduced with the exclusions. Ability to realign duties of administrative staff (to allow greater specialization of skills) will be reduced because of the smaller number of school sites and associated staff involved in the unification. New revenue that could be available to augment educational programs would be reduced from approximately $389 per ADA to $119 per ADA.

- The proposed reorganization will not cause a substantial negative effect on the fiscal management or fiscal status of the proposed district or any existing district affected by the proposed reorganization.

  Removal of Etna Union Elementary SD and Quartz Valley SD will result in a recalculation of the new revenue limit (Attachment 13) and will significantly affect the amount of new funding for the districts. Instead of an additional $354,417 ($484.21 per ADA) annually, exclusion of the two districts will result in new revenue of $79,429 (or approximately $166 per ADA). Costs to place the Fort Jones Union SD certificated staff on the higher Etna Union High SD salary schedule would be $22,257 (Attachment 14). Thus, new revenue available for other programs could be reduced to approximately $57,172 (or approximately $119 per ADA). Moreover, the anticipated cost

savings associated with the unification (Attachment 11) will be reduced somewhat by excluding Etna Union Elementary SD and Quartz Valley SD from the unification. Etna Union High SD and Fort Jones Union SD have stated concerns that cost savings for the new district will not be there if the two districts are excluded from the unification (Attachment 12).

The following table summarizes the numerical differences between a proposed unification with all four districts included and a proposed unification with the two districts excluded.

Unification of all Districts Compared with Unification Excluding Two Districts

Unification Effect	**All Districts Included**	**Two Districts Excluded**
Enrollment	763	468
New Revenue	$354,417	$79,429
New Revenue/ADA	$484	$166
Possible New Funding for Program Augmentation	$285,000	$57,172
Possible New Funding/ADA for Program Augmentation	$389	$119

Given the concerns that CDE staff has with the exclusion requests of the Etna Union Elementary SD and Quartz Valley SD, a belief that the issues raised by these districts have been addressed (at least those that can be addressed currently), and the reduced benefits of unification if the districts are excluded, CDE does not recommend that the SBE approve the exclusion requests. However, district staff and community members may bring additional concerns to the attention of the SBE at its public hearing. Significant community concerns regarding the unification indicate questionable approval of the unification when it is put before the electorate.

As stated previously, the SBE already has approved exclusion of the Forks of Salmon SD from the proposed unification. The following conditions would apply to the Forks of Salmon SD if the unification is approved by voters. These conditions also would apply to the Etna Union Elementary SD and the Quartz Valley SD should the SBE approve the unification and approve exclusion of these districts.

- At any time in the future, any component elementary district excluded from the unification action may initiate consolidation with the new unified district.

- Residents of an excluded component elementary district may continue to enroll their children in the new unified school district under the same terms and conditions as existed previously in the high school district.

- Voters in an excluded component elementary district will participate in the election of governing board members for the unified district.

- Voters in an excluded component elementary district will participate with the voters in the unified district in voting in any future bond elections affecting high school facilities just as they did in the previous high school district and will pay their prorated shares for any such bond issues passed as they did in the previous high school district.

8.0 STATE BOARD OF EDUCATION OPTIONS

The *EC* outlines the SBE's options:

(a) The SBE shall approve or disapprove the proposal. (*EC* 35754)

1) The SBE may approve the proposal if it determines all the conditions in *EC* 35753(a) have been substantially met.

2) The SBE may approve the proposal pursuant to *EC* 35753(b) if it determines the conditions in *EC* 35753(a) are not substantially met but it is not possible to apply the conditions literally and an exceptional situation exists.

(b) If the SBE approves the proposed unification, it may exclude Etna Union Elementary SD and Quartz Valley SD from the unification (*EC* 35542(b)). The SBE already has excluded Forks of Salmon SD from the unification.

(c) While EC 35754 requires the SBE to "approve or disapprove the formation of the proposed new district," the section does not require an immediate decision. Therefore, the SBE may take action to postpone its decision if the SBE believes that such postponement is necessary to obtain information required for the decision.

(d) If the SBE approves the formation of the proposed districts, it may amend or include in the proposal any of the appropriate provisions of *EC* Article 3, commencing with Section 35730. Per staff recommendation, two items would be incorporated into the proposal and also approved if the SBE approves the overall petition:

1) The estimated base revenue limit based on 2004-05 data would be $5,364.81 per ADA.

2) The governing board of the new unified district would be five members elected from two trustee areas—one trustee area representing the current Etna Union Elementary SD and Forks of Salmon SD, and one trustee area representing the current Fort Jones Union SD and Quartz Valley SD. Voting for the trustees would be at-large.

3) For all affected charter schools, the new unified school district shall assume the rights and responsibilities, pursuant to Part 26.8 of the *EC*, of any school district included in the unification.

(e) If the SBE approves the proposal, it must determine the area of election (*EC* 35756). As previously discussed, staff recommends the territory of the entire high school district as the area of election.

9.0 RECOMMENDED ACTION

Staff recommends that the SBE approve the proposed unification of Etna Union High SD with the Etna Union Elementary SD, the Fort Jones Union SD, and the Quartz Valley SD. The SBE already has approved the exclusion of the Forks of Salmon SD from the unification. Staff further recommends that the SBE approve provisions that the governing board of the new district be five members elected from two trustee areas—one trustee area representing the current Etna Union Elementary SD and Forks of Salmon SD, and one trustee area representing the current Fort Jones Union SD and Quartz Valley SD. Voters in the geographic area of the entire unified district would elect each of the five trustees. Finally, staff recommends that the SBE determine the election area to be the entire Etna Union High SD. A proposed resolution addressing all the above recommendations is included as Attachment 2.

An alternative approval resolution is provided as Attachment 3 should the SBE decide to approve exclusion of Etna Union Elementary SD and Quartz Valley SD. An alternative resolution is provided as Attachment 15 should the SBE decide to disapprove the unification proposal.

CALIFORNIA STATE BOARD OF EDUCATION
March 2006

PROPOSED RESOLUTION

Petition to Unify the Etna Union High School District
with the Etna Union Elementary School District,
the Fort Jones Union School District, and the
Quartz Valley School District in Siskiyou County

RESOLVED, that under the authority of *Education Code* Section 35754, the proposal to form a new unified district from the Etna Union High School District with the Etna Union Elementary School District, the Fort Jones Union School District, and the Quartz Valley School District, which was filed on or about March 24, 2004, with the Siskiyou County Office of Education pursuant to *Education Code* Section 35700(d) is hereby approved; and be it

RESOLVED further, that the 2004-05 base revenue limit per unit of average daily attendance for the new unified district is estimated to be $5,364.81 and shall be recalculated using second prior fiscal year data from the time the unification becomes effective for all purposes; and be it

RESOLVED further, that the Forks of Salmon School District shall be excluded from action to unify the high school district and residents of the excluded district may continue to enroll their children in the new unified school district under the same terms and conditions as existed previously in the high school district; and be it

RESOLVED further, that the governing board of the new unified district shall consist of five trustees elected from two trustee areas—two trustees who are residents of a trustee area representing the Etna Union Elementary School District and Forks of Salmon School District, two trustees who are residents of a trustee area representing the Fort Jones Union School District and Quartz Valley School District, and one trustee residing in either of the two trustee areas—but elected by the voters of the entire unified school district; and be it

RESOLVED further, that, for all affected charter schools, the new unified school district shall assume the rights and responsibilities, pursuant to Part 26.8 of the *Education Code*, of any school district included in the unification; and be it

RESOLVED further, that the State Board of Education shall direct the county superintendent of schools to call for the election and sets the area of election to be the territory of the entire Etna Union High School District; and be it

RESOLVED further, that the Executive Director of the State Board of Education shall notify, on behalf of said Board, the Siskiyou County Office of Education, Etna Union Elementary School District, Etna Union High School District, Forks of Salmon School District, Fort Jones Union School District, and Quartz Valley School District of the action taken by the State Board of Education.

CALIFORNIA STATE BOARD OF EDUCATION
March 2006

ALTERNATIVE APPROVAL RESOLUTION

Petition to Unify the
Etna Union High School District with the
Etna Union Elementary School District, the
Fort Jones Union School District, and the
Quartz Valley School District in Siskiyou County

RESOLVED, that under the authority of *Education Code* Section 35754, the proposal to form a new unified district from the Etna Union High School District with the Etna Union Elementary School District, the Fort Jones Union School District, and the Quartz Valley School District, which was filed on or about March 24, 2004, with the Siskiyou County Office of Education pursuant to *Education Code* Section 35700(d) is hereby approved; and be it

RESOLVED further, that the 2004-05 base revenue limit per unit of average daily attendance for the new unified district is estimated to be $5,649.93 and shall be recalculated using second prior fiscal year data from the time the unification becomes effective for all purposes; and be it

RESOLVED further, that the Etna Union Elementary School District, the Forks of Salmon School District, and the Quartz Valley Union School District shall be excluded from action to unify the high school district and residents of the excluded districts may continue to enroll their children in the new unified school district under the same terms and conditions as existed previously in the high school district; and be it

RESOLVED further, that the governing board of the new unified district shall consist of five trustees elected from two trustee areas—two trustees who are residents of a trustee area representing the Etna Union Elementary School District and Forks of Salmon School District, two trustees who are residents of a trustee area representing the Fort Jones Union School District and Quartz Valley School District, and one trustee residing in either of the two trustee areas—but elected by the voters of the entire unified school district; and be it

RESOLVED further, that the State Board of Education shall direct the county superintendent of schools to call for the election and sets the area of election to be the territory of the entire Etna Union High School District; and be it

RESOLVED further, that the Executive Director of the State Board of Education shall notify, on behalf of said Board, the Siskiyou County Office of Education, Etna Union Elementary School District, Etna Union High School District, Forks of Salmon School District, Fort Jones Union School District, and Quartz Valley School District of the action taken by the State Board of Education.

CALIFORNIA STATE BOARD OF EDUCATION
March 2006

ALTERNATIVE RESOLUTION

Petition to Unify the
Etna Union High School District with the
Etna Union Elementary School District, the
Fort Jones Union School District, and the
Quartz Valley School District in Siskiyou County

RESOLVED, that under the authority of *Education Code* Section 35754, the proposal to form a new unified district from the Etna Union High School District with the Etna Union Elementary School District, the Fort Jones Union School District, and the Quartz Valley School District, which was filed on or about March 24, 2004, with the Siskiyou County Office of Education pursuant to *Education Code* Section 35700(d) is hereby disapproved; and be it

RESOLVED further, that the Executive Director of the State Board of Education shall notify, on behalf of said Board, the Siskiyou County Office of Education, Etna Union Elementary School District, Etna Union High School District, Forks of Salmon School District, Fort Jones Union School District, and Quartz Valley School District of the action taken by the State Board of Education.

ITEM # 39

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
No Child Left Behind Act of 2001: Update on current, relevant issues related to California's implementation of No Child Left Behind, including, but not limited to, additional local educational agencies identified for Program Improvement; 2006 application process for Supplemental Educational Service Providers; California's application for Hurricane Relief funding; and the State Title I Conference.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE periodically receives updates on relevant issues related to No Child Left Behind (NCLB).

SUMMARY OF KEY ISSUES

Local Educational Agencies (LEAs) Identified for Program Improvement

An LEA receiving Title I, Part A, funds is identified for Program Improvement (PI) when, for each of two consecutive years, the LEA:

- does not make Adequate Yearly Progress (AYP) in the same content area (English-language arts or mathematics) **and** does not meet AYP criteria in the same content area in each grade span (grades 2–5, grades 6–8, and grade 10) **or**

- does not make AYP on the same indicator (Academic Performance Index [API] or graduation rate).

Four LEAs were recently identified for PI as a result of data corrections:

- Del Norte County Office of Education
- Merced County Office of Education
- San Joaquin County Office of Education
- Tulare County Office of Education

Because it is so late in the school year, these LEAs will not advance to Year 2 based on 2006 test results. Therefore, all four LEAs will remain in Year 1 for the 2006-07 school year. There are currently 154 LEAs identified for PI.

SUMMARY OF KEY ISSUES (Cont.)

Supplemental Educational Services (SES) Provider Application for 2006

Title I schools in Year 2 and beyond of Program Improvement (PI) are required to offer SES in English-language arts and/or mathematics to eligible students to augment the schools' programs of instruction. Potential SES providers were invited to submit an application to the California Department of Education (CDE) via a Request for Applications published in January 2006. Applications are due to CDE on March 1, 2006. Qualifying applications will be reviewed and evaluated in late March. A verbal update on the SES provider applications received by the deadline will be provided to the Board at its March meeting.

Hurricane Relief Funding Application

On January 10, 2006, the U.S. Department of Education (ED) announced an application process by which it would award grants to eligible states to enable them to make emergency impact aid payments to eligible local educational agencies (LEAs) for the cost of educating public and nonpublic school students displaced by Hurricanes Katrina or Rita during school year 2005-06. California submitted an application to ED by the February 2, 2006, deadline.

Ninety school districts and 15 non public schools were impacted by Hurricane Katrina. First quarter reports indicate that 849 students were enrolled in public schools and 68 students were enrolled in non public schools. Second quarter reports indicate that 745 students were enrolled in public schools and 58 students were enrolled in non public schools.

Available funds total $650 million ($645 million under the Emergency Impact Aid Program and $5 million under the Assistance for Homeless Youth program). Based on a February 6, 2006, e-mail communication from ED, first apportionment payments to states will be calculated at $750 per regular student, and $937.50 per student with a disability. California is expecting to receive approximately $5,523,000 total.

State Title I Conference

The California Department of Education (CDE) and statewide sponsors are hosting the annual State Title I Conference on May 1-2, 2006, at the Hilton Orange County/Costa Mesa Hotel. This year's conference expands upon previous Title I Achieving Schools Conferences and will feature the 22nd Academic Achievement Awards (AAA) recognition ceremony. Presentations at this conference are organized around nine strands:

- Title I Program Administration
- Administrative Leadership
- Assessment and Accountability
- Parent, Family, and Community Partnerships
- Teaching and Learning
- Program Improvement
- Program Issues
- Title I Neglected or Delinquent Programs
- AAA School Presentations

FISCAL ANALYSIS (AS APPROPRIATE)

Any State or LEA that does not abide by the mandates and provisions of NCLB is at risk of losing federal funding.

ATTACHMENT(S)

None.

ITEM # 40

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
No Child Left Behind Act of 2001*:* Proposed Changes to Accountability Workbook	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed changes to California's Consolidated State Application Accountability Workbook.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The United States Education Department (ED) approved the original State of California Consolidated State Application Accountability Workbook on June 10, 2003. The standard procedure for amending the Accountability Workbook is for the State Education Agency (SEA) to submit proposed amendments annually in April to the ED for review. State law specifies that the State Board of Education (SBE) is the designated SEA for all federal programs.

In 2004 and again in 2005, the SBE approved and submitted a package of Accountability Workbook amendments to the ED. Following a period of negotiation, the ED eventually approved an amended California Accountability Workbook in both instances. A copy of the current Workbook is available on the California Department of Education (CDE) Web site at: *http://www.cde.ca.gov/nclb/sr/sa/wb.asp.*

SUMMARY OF KEY ISSUES

This item summarizes the proposed changes for 2006. The changes are listed in order of the critical element in the Workbook that they modify. Only change number two entails a revision of current policy: the others involve minor operational changes or pro forma requests for flexibility in the implementation of the No Child Left Behind (NCLB) Act. If approved by the SBE, these items will be submitted to the ED for its review.

Proposed Changes to the Accountability Workbook

1. Safe Harbor

   Safe harbor will apply to grade span analysis for district Program Improvement (PI) identification.

SUMMARY OF KEY ISSUES (Cont.)

Currently, the Accountability Workbook provides:

> "For those districts that missed the AMOs [Annual Measurable Objectives] in the same content area for two consecutive years, California will apply a second criterion: did any grade span within the district (elementary, middle, and high school) meet the grade span AMO in either of the two years in question? If yes, the district will not be identified for PI." [Critical Element 3.2, page 25]

The proposed change clarifies that in determining whether or not a grade span met the AMOs, the CDE will employ safe harbor as part of its analysis.

2. Targeted Assistance Schools

   California will end the distinction in PI identification for Targeted Assistance Schools (TAS) and School Wide Program (SWP) schools. In TAS, Title I funds benefit only Title I eligible students, while in SWP schools, the funds benefit all students.

   Currently, the Accountability Workbook provides:

   > "In identifying a Title I Targeted Assistance School (TAS) for PI, the CDE will consider the progress of the socio-economically disadvantaged (SED) student subgroup only." [Critical Element 3.2, page 25]

   Federal law permits a state to consider only the progress of Title I eligible students in determining whether or not to identify a TAS for PI. California has consistently followed this practice as part of its PI identification procedures, using the SED student subgroup as a proxy for Title I eligible students. However, in September 2004 a federal monitoring visit found that in applying this procedure, California must go further by disaggregating assessment results by all required numerically significant subgroups within the SED, i.e., ethnic subgroups, English learners, Students with Disabilities.

   The requirement to disaggregate results for SED students by numerically significant subgroups has virtually eliminated any benefit to TAS in terms of PI identification. In 2005 only 23 schools were advantaged by the separate identification procedure for TAS. Eliminating the procedure would greatly simplify PI identification and end perceived inconsistencies in the treatment of TAS and SWP schools.

3. Extension of the transitional flexibility for Students with Disabilities (SWD) for 2005-2006 Adequate Yearly Progress (AYP)

   California will continue to apply transitional Option number one from the flexibility granted by the USED on May 10, 2005 for SWD. This option enabled the CDE to adjust SWD proficiency levels by 20% in 2005 when determining AYP for districts or schools. It applied only to Local Educational Agencies (LEAs) and schools that did not make AYP solely because of assessment results for the SWD subgroup.

SUMMARY OF KEY ISSUES (Cont.)

Currently, the Accountability Workbook provides:

> "Since these assessments [the California Modified Assessment] are currently not in place, California will exercise the one-year interim flexibility offered by the USED in making AYP determinations for the students with disabilities subgroup as summarized in Secretary [Margaret] Spellings' correspondence of May 10, 2005." [Critical Element 5.3, page 36]

The flexibility was granted for one year only, although the USED clearly foresaw that many states would have to apply for an extension in 2006 to allow adequate time for states to develop and implement the modified achievement assessments. This change requests the extension of this flexibility for 2005-2006, pending the publication of final regulations by the ED and the on-going development of the California Modified Assessment.

4. Tenth grade students with disabilities who use a calculator on the mathematics part of the CAHSEE will be required to attain higher cut scores to be considered proficient or advanced for purposes of NCLB. This is in order to compensate for the calculator sensitive items on the CAHSEE. Students who fall into this category will be considered as participants in the high school mathematics assessment for purposes of NCLB.

   Currently, the Accountability Workbook makes no distinction in terms of participation between SWD who take NCLB assessments with modifications and SWD who take the assessments without modifications. [Critical Element 5.3, page 36]

   This amendment addresses the proposed federal regulations that would classify SWD who test with modifications as non-participants in an assessment. Districts and schools are required to test 95% of their students on NCLB assessments in order to make AYP.

5. English learners

   In accord with state law, California will continue to test English learners during the first two years of enrollment in United States (US) schools; however, California elects to exclude the test results of these students from the calculations for the percentages of students who are proficient or above.

   Currently, the Accountability Workbook provides:

   > "In accord with state law, California will continue to test English learners during their first year of enrollment in United States schools; however, consistent with the flexibility offered by Secretary [Rod] Paige's communication of February 19, 2004, California elects to exclude the test results of these students from the AMO calculation." [Critical Element 5.4, page 39]

   It is widely anticipated that the ED in final regulations on English learners will extend the allowable exclusion to two years. This proposed change to the Workbook is a placeholder anticipating this step.

SUMMARY OF KEY ISSUES (Cont.)

6. Graduation rate

For traditional comprehensive high schools without a graduating class because of small size, start-up date, or grade-span served, a proxy graduation rate will be computed using available drop-out data and California Basic Educational Data System (CBEDS) enrollment.

Currently, the Accountability Workbook provides:

> "The following rules will be applied for high schools without a graduation rate or high schools with a primary mission of returning students to a regular classroom environment in a comprehensive high school:
>
> - For high schools administered by an LEA, the CDE will assign them the value of the LEA graduation rate.
> - For direct-funded charter high schools, the CDE will assign the graduation rate of the charter authorizer. In cases where the charter authorizer does not have a graduation rate, the countywide graduation rate of the county in which the school is located will be assigned.
> - For high schools administered by county offices of education, the CDE will assign the countywide graduation rate. " [Critical Element 7.1, page 47]

In discussions with California, the ED has insisted that all high schools must have a graduation rate, even those without a graduating class. This amendment would provide additional flexibility in determining whether these schools meet the criteria for AYP. It would pertain to traditional comprehensive high schools only and would not change current procedures for schools with a primary mission of returning students to a traditional classroom environment, e.g. some continuation and alternative high schools. The ED has already indicated that it is willing to consider this amendment.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact in making these proposed changes, as all calculations need to be done regardless of the whether these amendments are adopted or not.

ATTACHMENT(S)

None.

ITEM # 41

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
California Growth Model Proposal for Adequate Yearly Progress	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve this proposal to the United States Department of Education (ED) to enable California to use its Academic Performance Index (API) system, with some modifications, for determining Adequate Yearly Progress (AYP) in identifying Title I districts and schools for Program Improvement (PI).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE annually approves the Consolidated State Accountability Workbook which is the blueprint for the federal No Child Left Behind (NCLB) Act of 2001 accountability system for all schools and districts with sanctions for those schools and districts receiving Title I funds.

SUMMARY OF KEY ISSUES

On November 21, 2005, U.S. Secretary of Education Margaret Spelling called for the submission of growth model proposals to determine AYP as part of a pilot project. A necessary element of these proposals would be that a state could demonstrate a method for tracking growth of *individual* student performance. This in effect distinguishes between growth models, based on the capacity to link individual student test results, and improvement models, based on cross-sectional test results such as the API system.

California will not have capacity to track individual pupil growth until 2008 with the full implementation of the California Longitudinal Pupil Achievement Data System (CALPADS). Therefore, it is not submitting a proposal to participate in the growth model pilot project. However, Secretary Spelling's letter of November 21 also provided for the approval of performance indices based on cross-sectional test results as a method for determining AYP. Therefore, California proposes to submit its current API system, albeit with adjustments to the API growth target structure, for the approval of the ED.

SUMMARY OF KEY ISSUES

The general approach is to focus on the core concern of the NCLB Act which is the persistent and pernicious achievement gaps that exist between traditionally higher and lower-scoring pupil subgroups. To address this concern, CDE recommends that rather than change the API itself, CDE proposes three major changes in how and for whom API **growth targets** are computed: 1) the CDE would compute a separate API growth target for each pupil subgroup within a school. This would require schools to demonstrate “gap-closing” in order the meet its statewide API targets; 2) the rate of growth required for schools and pupil subgroups would escalate over time. This would give schools less time to meet the statewide performance goal of an API of 800; and 3) districts as well as schools would receive API growth targets. Currently, state law does not enable the calculation of these of API growth targets for districts.

FISCAL ANALYSIS (AS APPROPRIATE)

There is minimal cost in modifying the API calculations in determining AYP.

ATTACHMENT(S)

The California Growth Model Proposal for Adequate Yearly Progress may be provided as a last minute memorandum.

ITEM # 42

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Individuals with Disabilities Education Act of 2004: Special Education State Performance Plan	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the changes to the final version of the Part B State Performance Plan (Part B – SPP).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The Individuals with Disabilities Education Act (IDEA) of 2004, requires that, within one year after signing, each state submit a performance plan that evaluates the state's efforts to implement the requirements and purposes of Part B of IDEA and describes how the state will improve such implementation. This plan is called the Part B – SPP and was submitted by the Special Education Division (SED) to the Office of Special Education Programs (OSEP) on December 2, 2005.

The draft Part B – SPP was approved by the SBE at the November 9, 2005, meeting, allowing that the SED could include technical changes that might be necessary. The technical changes made to the document originally reviewed by the SBE included:

1) Suspension and expulsion indicator measurable targets revised to reflect original draft (change made to page 39 of approved draft).

2) Suspension and expulsion data footnote added demonstrating that the revised number needs to be confirmed by the SBE (change made to page 39 of the approved draft).

3) Preschool assessment Tables under 7d removed (change made to approved draft page 76).

4) A footnote was added in the Preschool assessment section to indicate that the revised timeline for providing data (from 2006-07 to 2007-08) still needed to be approved by the SBE.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION . . . (Cont.)

5) Several paragraphs specific to data analyses and measurement were reinserted into the disproportionality section.

6) Complaints baseline data of 52 percent deleted.

These changes were reviewed by SBE staff and the Part B – SPP was signed by the SBE President on December 1, 2005.

At the September 2005 SBE meeting, the SBE received a copy of the memorandum the OSEP 05-12, dated August 9, 2005, for background information. This memorandum included instructions for completing the document. A template for the Part B – SPP was included in the memorandum, along with the 20 priority indicators that must be addressed in the Part B – SPP. Examples of the indicators included graduation rates, dropout rates, least restrictive environment (LRE), child find, and post school outcomes. Timelines, benchmarks, and targets for each priority indicator were required, and some benchmarks and targets were preset by the OSEP. All these requirements were addressed in the Part B – SPP by available data. The OSEP will monitor states against the benchmarks and targets set in the plan. In addition to this plan, states will be required to complete an Annual Performance Report (APR) due on February 1, 2007, through 2012, for which the OSEP memorandum also provided a template

In February 2006, the CDE submitted the recommended changes to the SBE as an information memorandum.

SUMMARY OF KEY ISSUES

On December 22, 2005, and January 5 and 11, 2006, CDE personnel participated in conference calls with OSEP officials about the Part B – SPP. The OSEP required the CDE to revise the Part B – SPP addressing six specific items before the Part B – SPP would be accepted by the OSEP. These six items are summarized at the end of this memorandum. No written correspondence has been received related to these items.

The OSEP requested that the revised Part B – SPP be sent no later than January 20, 2006. This timeline did not provide the CDE opportunity to have the proposed Part B - SPP amendments presented to and approved by the SBE at the January 12, 2006, meeting. To address this problem the CDE sent a letter to the OSEP explaining that a revised Part B – SPP (Attachment 2) would be presented to the SBE during the March 2006 meeting for approval. The OSEP has indicated verbally in a teleconference that this is acceptable to them. As a result, the SED is aligning calculations and targets to the method of calculation specified by the OSEP.

This is a summary of the six items that the OSEP is requiring the CDE to address in the revised Part B – SPP:

SUMMARY OF KEY ISSUES (Cont.)

1. The OSEP requested that the CDE provide annual benchmarks and a six-year target for indicator 3A, the percent of districts meeting the state's Adequate Yearly Progress. These benchmarks and targets were not included in the Part B – SPP submitted. The SED assumed that this was a compliance indicator, requiring 100 percent for all benchmarks and targets. In the response to the OSEP's request, the SED is including new targets.

2. The OSEP requested that the CDE provide annual benchmarks and a six-year target for indicator 4A, the percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year. These benchmarks and targets were not included in the Part B – SPP submitted. In addition, the distinction between small and large districts was removed from the document, as the distinction is no longer necessary.

3. The OSEP requested that the CDE provide information for the LRE indicator 5B, the percent of children removed from regular class greater than 60 percent of the day. The SED based these calculations on existing Key Performance Indicator methodology. Originally the OSEP indicated that comparable calculations would be acceptable. Ultimately, the OSEP determined that the calculations needed to match the OSEP-published calculations exactly.

4. The OSEP requested that the CDE revise the language used to describe annual benchmarks and six-year target for the indicator specific to hearing requests, and provide a plan for collecting hearing requests data in subsequent years. Upon review, it was determined that California's Part B – SPP exceeded the Part B – SPP requirements.

5. The OSEP requested that the CDE revise the annual benchmarks and six-year target for the mediation indicator. The SED assumed that this was a compliance indicator, requiring 100 percent for all benchmarks and targets. In response to the OSEP's request, the SED is including new targets.

6. The OSEP requested that the CDE modify indicator 20, adequate and timely state-reported data, to reflect the exact language of the State Performance Plan.

In addition, in the December 2, 2005, Part B – SPP submitted to the OSEP, the preschool assessment benchmarks and six-year targets were included in the text. Based on discussion with SBE staff, a footnote was included in the text that the revised timeline for providing data, from 2006-07 to 2007-08, still needed to be approved by the SBE. The CDE is requesting the SBE approval for this issue.

The Summary of the changes requested to Part B – SPP (Attachment 1) contains further explanation of the OSEP's concerns and the text of the CDE's recommended

SUMMARY OF KEY ISSUES (Cont.)

changes. The attachment also includes page references to the original Part B - SPP, submitted December 2, 2005, and to Attachment 2 (Revised Part B – SPP, with revisions highlighted).

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact.

ATTACHMENT(S)

Attachment 1: Amendments to California's Part B – State Performance Plan (5 pages)

Attachment 2: State of California State Performance Plan for Individuals with Disabilities Education Act of 2004 (139 pages) (Revised version with recommended changes highlighted.)

Amendments to California's Part B – State Performance Plan

1) The Office of Special Education Programs (OSEP) requested that the California Department of Education (CDE) provide annual benchmarks and a six-year target for indicator 3A, the percent of districts meeting the State's Adequate Yearly Progress (AYP) objectives for progress for the disability subgroup (page 29 on the December 2, 2005, submission and page 28 of the January 2006 revised draft).

   a) These benchmarks and targets were not included in the State Performance Plan (SPP) submitted. The Special Education Division (SED) recommends the following benchmarks and targets for this SPP measure:

Measurable and Rigorous Benchmarks and Target for Districts Achieving Adequate Yearly Progress (AYP)
3A. Annual benchmarks and six-year target for the percent of districts meeting the State's Adequate Yearly Progress (AYP) objectives for progress for the disability subgroup are provided in the cells below.

FFY	% of Districts
2005 (2005-2006)	52
2006 (2006-2007)	54
2007 (2007-2008)	56
2008 (2008-2009)	58
2009 (2009-20010)	60
2010 (2010-2011)	62

2) The OSEP requested that the CDE provide annual benchmarks and a six-year target for indicator 4A, the percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year (bottom of page 39 and top of page 40 on the December 2, 2005, submission and pages 38-39 of the January 2006 revised draft).

   a) These benchmarks and targets were not included in the SPP submitted. The SED recommends the following district-level annual benchmarks and six-year target for this SPP measure. The baseline data are now presented at the district-level (instead of the previous student-level) to correspond with the new benchmarks and targets.

   b) The SED also recommends removing the references distinguishing between small and large school districts.

FFY	Measurable and Rigorous Benchmarks and Target for Suspension and Expulsion
2005 (2005-2006)	83.5 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2006 (2006-2007)	84.0 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2007 (2007-2008)	85.0 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2008 (2008-2009)	86.5 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2009 (2009-2010)	88.0 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2010 (2010-2011)	90 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).

3) The OSEP requested that the CDE provide information for the least restrictive environment (LRE) indicator 5B, the percent of children removed from regular class greater than 60 percent of the day (pages 47-51 on the December 2, 2005, submission and pages 47-48 of the January 2006 revised draft).

a) Prior to the additional requirements of the SPP, California had already established district-level measures, benchmarks, and targets for the LRE indicator. These benchmarks and targets were established in consultation with the statewide Key Performance Indicator Stakeholder Committee (KPISC). In the SPP, California proposed using the established measures since in previous communications with OSEP it was indicated that states may use existing comparable measures. On the January 5, 2006, teleconference call with the OSEP, the CDE was informed that the document must be modified to reflect the exact measures outlined in the SPP and that flexibility is not permitted.

To address the OSEP's concerns specific to the LRE indicator, SED recommends removing much of the text for the indicator as it described the state's existing comparable measures and adding annual benchmarks and six-year targets for the new SPP measures. The SED recommends the following benchmarks and targets for this SPP measure:

FFY	**Measurable and Rigorous Targets for Least Restrictive Environment (LRE)**
2005 (2005-2006)	**5A.** 51.1 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 24 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 4.3 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2006 (2006-2007)	**5A.** 53 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 23 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 4.2 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2007 (2007-2008)	**5A.** 57 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 21 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 4.1 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2008 (2008-2009)	**5A.** 62 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 18 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 4.0 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.

2009 (2009-2010)	**5A.** 68 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 14 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 3.9 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2010 (2010-2011)	**5A.** 76 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than nine percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 3.8 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.

4) The OSEP requested that the CDE revise the language of the annual benchmarks and six-year target for the indicator specific to hearing requests (page 132 on December 2, 2005, submission and pages 129-130 of the January 2006, revised draft). The OSEP also requested that the SED provide a plan for collecting these data.

    a) The language of the benchmarks and six-year target submitted on the SPP exceeded the SPP requirements. As a new indicator, the SED recommends that the annual benchmarks and six-year target be revised to reflect the following: “As a new SPP indicator, baseline data and targets do not need to be provided at this time for this indicator. Data will be provided in the Annual Performance Report (APR) that is due no later than February 1, 2007”.

    b) The SPP now includes the following language to address data collection: The CDE will get these data in subsequent years from a contractor (page 129-130).

5) The OSEP requested that the CDE revise the language of the annual benchmarks and six-year target for the mediation indicator to read, “the percent of mediations held that resulted in mediation agreements” (page136 on December 2, 2005, submission and page 133 of the January 2006 revised draft).

    a) In the initial draft, it was assumed that this indicator was considered by the OSEP to be a compliance indicator that would have required 100 percent for all benchmarks and targets. This is not the case. The SED recommends revising the annual benchmarks and six-year target to reflect the following:

FFY	Measurable and Rigorous Targets for Mediations
2005 (2005-2006)	At least 56 percent of mediation conferences will result in mediation agreements.
2006 (2006-2007)	At least 57 percent of mediation conferences will result in mediation agreements.
2007 (2007-2008)	At least 58 percent of mediation conferences will result in mediation agreements.
2008 (2008-2009)	At least 59 percent of mediation conferences will result in mediation agreements.
2009 (2009-2010)	At least 60 percent of mediation conferences will result in mediation agreements.
2010 (2010-2011)	At least 61 percent of mediation conferences will result in mediation agreements.

6) The OSEP requested that the CDE modify the language of this indicator, not the content. The SED recommends the following revisions:

   a) Revise measurement language on page 138 of the December 2, 2005, submission (now page 135 of the revised draft) to read, “State reported data, including 618 data and annual performance reports, are:

      i) Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and

      ii) Accurate (describe mechanisms for ensuring accuracy).” and,

   Revise targets to reflect that 100 percent of state-reported data, including 618 data and APR are submitted on time and data are accurate (page 136 on December 2, 2005, submission and pages 138-139 of the January 2006 revised draft). For the 2005-06 annual benchmark include the SPP.

7) In the December 2, 2005, Part B - SPP submitted to the OSEP, the preschool assessment benchmarks and the six-year targets were included in the text. A footnote was included that the revised timeline for providing data, from 2006-07 to 2007-08, still needed to be approved by the SBE. The CDE is requesting the SBE approval for this issue. That footnote has been eliminated on page 72 of the January 2006 revised draft.

STATE OF CALIFORNIA
STATE PERFORMANCE PLAN
for

INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF 2004

DUE: DECEMBER 2, 2005

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Overview of California's State Performance Plan (SPP) Development

The contents in the State Performance Plan (SPP) are subject to modification resulting from changes in California public policy (including, but not limited to, new legislation).

This section of the SPP describes how the California Department of Education (CDE) met the requirements to obtain broad input from stakeholders and disseminate the completed SPP to the public.

The U.S. Office of Special Education Programs (OSEP) finalized requirements under the SPP on August 10, 2005; among the requirements is a final due date for the report of December 2, 2005. During this brief time period, CDE completed the SPP, with broad stakeholder support as described below.

- The draft SPP requirements were presented and discussed during the summer 2005 meeting of the Key Performance Indicator Stakeholder Committee (KPISC), a comprehensive stakeholder group comprised of parents, advocates, special education staff, professional organizations, and administrator groups. Members of the KPISC provided input to the development of the SPP.
- During the summer of 2005, the draft SPP requirements were shared with a Statewide Preschool Stakeholder Committee (PSC). The PSC focused on the Part B indicators specific to preschool students. The presenters during the PSC meeting included the Branch Manager of the California Department of Developmental Services, the lead agency for Part C; the Early Childhood Outcomes Center; and the California Services for Technical Assistance and Training (CalSTAT), which is a project of the CDE, Special Education Division (SED).
- The SPP requirements were presented at a meeting of the California Advisory Commission on Special Education September on 22, 2005. The Commission is an advisory body providing recommendations and advice to the State Board of Education, the State Superintendent of Public Instruction, the Legislature, and the Governor in new or continuing areas of research, program development and evaluation in California special education. The Advisory Commission consists of appointed members from the Speaker of the Assembly, Senate Committee on Rules, Governor, and the State Board of Education, as well as parents, persons with disabilities, persons knowledgeable about the administration of special education, teachers, and legislative representatives from the Assembly and Senate.
- The SPP requirements were presented at two separate California Special Education Management Information System (CASEMIS) training sessions with the special education local plan area (SELPA) administrators and local educational agencies (LEA)/districts during the fall of 2005. CASEMIS is the primary data reporting and retrieval system for special education student-level data in the State of California.

- The requirements under the SPP were shared during the September monthly SELPA meeting as part of a broader discussion about new data collection requirements under the Individuals with Disabilities Education Act (IDEA) of 2004.
- Two stakeholder meetings with parents were held during October 2005, where the SPP was the focus. One meeting was held in Northern California and one in Southern California. Parents gained knowledge about the SPP requirements and shared their input.
- A draft of the SPP was presented to the State Board of Education for approval during the November 2005 meeting.

CDE staff participated in numerous calls with the OSEP and technical assistance centers to gain a better understanding of, and to provide feedback on the proposed SPP requirements. The SED Director and staff attended the OSEP Summer Institute in August 2005, where the primary focus was on the SPP requirements. CDE staff have spent countless hours gathering data, convening meetings to discuss effective strategies to address the SPP requirements, reconfiguring CASEMIS, preparing and making presentations, addressing questions and comments from the public, and writing the SPP.

The CDE will disseminate the final SPP to the public via the department's Web site.

State of California Part B State Performance Plan (SPP) for 2005-2010

Indicator #1 - Graduation

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Indicator #1 – Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A)).

Measurement: The number of students receiving special education who graduated with a diploma divided by the number of special education students exited (students reported as returning to regular education or deceased are excluded from this calculation). Only students in the 12th grade or age 18 or older are included in this calculation.

Overview of Issue/Description of System or Process:

The requirements to graduate with a regular diploma in California are the same for all students. The methods for calculating the graduation rate for students receiving special education differ from the methods used by general education in California. Through the California Special Education Management Information System (CASEMIS), the Special Education Division (SED) collects information about individual students receiving special education. This allows SED to calculate the proportion of exiting students who graduate; general education calculates a cohort rate based on aggregate numbers.

General education calculates graduation as the number of twelfth-grade graduates who received a diploma in the school year indicated, or the summer following that year, divided by the number of students in grade 9 four years ago.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE) as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and

resources needed to help them achieve these skills during their high school years.

Baseline Data for FFY 2004 (2004-2005):

Statewide, in the 2004-05 school year, 56.8 percent of students receiving special education services in California exiting from grade twelve graduated with a regular diploma. For high school districts with grades 9-12,this figure was 56.2 percent and for unified and high school districts with grades 7-12, 56.5 percent Only students in the 12th grade or age 18 or older are included in this calculation. Students reported as returning to general education or deceased are not included in the calculation.

Discussion of Baseline Data:

Under the Individuals with Disabilities Education Act (IDEA) of 2004, the California Department of Education (CDE) is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this, CDE convened a comprehensive stakeholder group – the Key Performance Indicator Stakeholders Committee (KPISC). The KPISC is composed of approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals; to select districts for monitoring; and to identify priority areas to monitor during the reviews. The KPISC established, and CDE maintains, the system of Key Performance Indicators (KPI). These measures include graduation. The KPI measures are calculated annually at the district level and published on the web.

The KPI measures are benchmarked, which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing districts of similar type (elementary, high school and unified).

Annual benchmarks were established in consultation with the KPISC using 2003-04 data as a baseline and 2011-12 as a target year. The district-by-district distribution of graduation rates for 2003-04 was reviewed for the state overall, for high school districts with grades 9-12, and for unified and high school districts with grades 7-12 (these two school-types were analyzed by groups according to total general education enrollment size, ranging from very small through very large; starting with the 2003-04 school year, groupings based on size of K-12 enrollment are no longer used). These two school-type categories were selected because they align with California's accountability framework under NCLB. To provide greater clarity and transparency of policy, the following text describes California's benchmarking process for high school districts with grades 9-12.

In 2003-04, the lowest 25th percentile among school type (based on size of K-12 enrollment) for high school districts with grades 9-12 was 50%. This means that 75 percent of the high school districts with grades 9-12 in one of those groupings

based on size had graduation rates above 50%. Based on this distribution, the baseline graduation rate for high school districts with grades 9-12 was set at the 25th percentile.

A similar process was used to establish the baseline for unified and high school districts with grades 7-12.

The long-term target for 2011-12 was set at 76 percent, the highest 75th percentile among all districts by school type only. In other words, by 2011-12, all unified and high school districts are expected to have a graduation rate at or above 76 percent. The annual benchmarks provide incremental steps through 2011-12 until the long-term goal is achieved.

As described, prior to the additional requirements of the State Performance Plan (SPP), California had already established district-level benchmarks and targets. These district-level benchmarks and targets are provided in Table 1a.

Table 1a
California's District-level Graduation
Annual Benchmarks and Targets by District Type, 2005-12
(Percent of Students)

YEAR	DISTRICT TYPE	
	HIGH SCHOOL DISTRICTS GRADES 9-12	UNIFIED & HIGH SCHOOL DISTRICTS GRADES 7-12
2005-06	50	34
2006-07	51	36
2007-08	53	39
2008-09	56	45
2009-10	61	53
2010-11	67	63
2011-12	76	76

In 2003-04, 90 percent of districts in the state were at or above the statewide benchmark. Each year, the statewide benchmark is that 90% or more of districts will meet or exceed the annual graduation benchmark for the year as shown in Table 1a.

FFY	Measurable and Rigorous Benchmarks and Targets
2005 (2005-2006)	Ninety percent of districts will meet or exceed established annual benchmarks.
2006 (2006-2007)	Ninety percent of districts will meet or exceed established annual benchmarks

2007 (2007-2008)	Ninety percent of districts will meet or exceed established annual benchmarks
2008 (2008-2009)	Ninety percent of districts will meet or exceed established annual benchmarks
2009 (2009-2010)	Ninety percent of districts will meet or exceed established annual benchmarks
2010 (2010-2011)	Ninety percent of districts will meet or exceed established annual benchmarks

Improvement Activities/Timelines/Resources:

The High School Initiative of the State Superintendent of Public Instruction in California focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit focusing on students with disabilities.

Monitoring, Stakeholder Meetings, & Selected Special Projects

As a Key Performance Indicator, the graduation indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year. In addition, the KPIs provide a resource to districts to inform and assist with self monitoring activities to address and maintain compliance.

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.html* from the federal government. SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, and in the collection and dissemination of data. The grant has a significant site-based component that will include an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert

technical assistance and training is available for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities to assist in building leadership capacity. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and providing alternative assistance to students. California supports this program by providing sub-grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and research-based instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice. CDE will create and host presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and to develop guidance and work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC

through the RSDSS have coordinated 3 regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting web-pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Improvement Activities	**Timelines**	**Resources**
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff

Explore web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the LRE, KPISC, and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Participate in national charter school study	2004 - 2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for PI	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the LRE	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff

RCAT Leadership Development Program follow-up Seminar	August - September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	Contractor and CDE Staff
SIG Regional Leadership Institutes	Annually	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	Contractor and CDE Staff
Provide five Web-casts that cover the concept of RtI and stream this content for on-demand viewing	Dec. 2005, Jan. 2006, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors
RtI Trainings	Ongoing, several times per year	CDE staff
Three-tiered model trainings	Ongoing, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-2006	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff

Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	September 2005 - June 2010	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web-pages and listservs on variety of topics including Promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE
Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Summaries on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

Part B State Performance Plan (SPP) for 2005-2010
Indicator #2 - Dropout

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Indicator #2– Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. (20 U.S.C. 1416 (a)(3)(A)).

Measurement: Percent of special education students dropping out. The dropout percent for students with disabilities is calculated by taking the number of special education students identified as dropping out or not known to be continuing divided by the total number of special education students. Only students in the 7th or higher grade or age 12 or older are included in the calculation.

Overview of Issue/Description of System or Process:

The methods for calculating the dropout rate for students receiving special education services and general education are different. The Special Education Division (SED) maintains the student-level database, California Special Education Management Information System (CASEMIS), for students receiving special education. SED calculates a dropout percent based on exited students; general education uses a cohort rate.

Unlike the special education dropout percent, general education dropout rates are calculated from aggregate data submitted at the school-level for a variety of subgroups. The California Department of Education (CDE) calculates two different rates, a one-year rate and a four-year derived rate. Neither is comparable with the special education rate.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE) as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and

resources needed to help them achieve these skills during their high school years.

With increased focus on standards-based instruction at the high school level due to implementation of the CAHSEE, passing rates continue to increase. Special attention and funding (Assembly Bill 128) are being targeted to students with disabilities to provide remediation activities.

Baseline Data for FFY 2004 (2004-05):

Statewide, in the 2004-05 school year, 3.97 percent of students exiting from grade seven or higher were reported as dropped out or moved and not known to be continuing. For high school districts with grades 9-12, this figure was 3.68 percent, for unified and high school districts with grades 7-12, 4.15 percent, and for elementary districts, 1.4 percent.

Discussion of Baseline Data:

Under the Individuals with Disabilities Education Act (IDEA) of 2004, the CDE is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the CDE convened a comprehensive stakeholder group –the Key Performance Indicator Stakeholders Committee (KPISC). The KPISC is composed of approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals; to select districts for monitoring, and to identify priority areas to monitor during the reviews. The (KPISC) established, and CDE maintains, the system of Key Performance Indicators (KPI). These measures include dropout. The KPI measures are calculated annually at the district level and published on the web.

The KPI measures are benchmarked, which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing districts of similar type (elementary, high school and unified).

Annual benchmarks were established in consultation with the KPISC using 2003-04 data as a baseline and 2011-12 as a target year. The district-by-district distribution of drop out rates for 2003-04 was reviewed for the state overall, for high school districts with grades 9-12, for unified and high school districts with grades 7-12, and for elementary districts (these three school-types were analyzed by groups according to total general education enrollment size, ranging from very small through very large; starting with the 2003-04 school year, groupings based on size of K-12 enrollment are no longer used). These three school-type categories were selected because they align with California's accountability framework under NCLB. To provide greater clarity and transparency of policy, the following text describes California's benchmarking process for high school districts with grades 9-12 for the drop out indicator.

In 2003-04, the highest 75th percentile among school type (based on sizes of K-12 enrollment) for high school districts with grades 9-12 was 7%. This means that 75 percent of the high school districts with grades 9-12 in one of those groupings based on size had graduation rates below 7%. Based on this distribution, the baseline drop out rate for high school districts with grades 9-12 was set at the 75th percentile.

A similar process was used to establish the baseline of 8% for unified and high school districts with grades 7-12, and a baseline of 4% for elementary districts.

The long-term target for 2011-12 was set at 0.1 percent, the lowest 25th percentile among all districts by school type only. In other words, by 2011-12, all unified, high school, and elementary districts are expected to have a drop out rate at or below 0.1 percent. The annual benchmarks provide incremental steps through 2011-12 until the long-term goal is achieved.

As described, prior to the additional requirements of the State Performance Plan (SPP), California had already established district-level benchmarks and targets. These district-level benchmarks and targets are provided in Table 2a.

Table 2a
California's District-level Dropout
Annual Benchmarks and Targets by District Type, 2005-12
(Percent of Students)

YEAR	DISTRICT TYPE		
	HIGH SCHOOL DISTRICTS GRADES 9-12	UNIFIED & HIGH SCHOOL DISTRICTS GRADES 7-12	ELEMENTARY SCHOOL DISTRICTS
2005-06	6.8	7.9	3.8
2006-07	6.6	7.8	3.6
2007-08	5.9	7.1	3.3
2008-09	5.0	6.1	2.9
2009-10	3.8	4.6	2.3
2010-11	2.2	2.7	1.5
2011-12	0.1	0.1	0.1

In 2003-04, 85 percent of districts in the state were at or above the statewide benchmark. Each year, the percent of districts that meet or are lower than the annual benchmark for each year as shown in Table 2a will increase by one percent statewide benchmark. The final target is that 90 percent of districts will be at or below the dropout benchmark.

FFY	Measurable and Rigorous Benchmarks and Targets
2005 (2005-2006)	Eighty-five percent of districts will meet or exceed established annual benchmarks.
2006 (2006-2007)	Eighty-six percent of districts will meet or exceed established annual benchmarks
2007 (2007-2008)	Eighty-seven percent of districts will meet or exceed established annual benchmarks
2008 (2008-2009)	Eighty-eight percent of districts will meet or exceed established annual benchmarks
2009 (2009-2010)	Eighty-nine percent of districts will meet or exceed established annual benchmarks
2010 (2010-2011)	Ninety percent of districts will meet or exceed established annual benchmarks

Improvement Activities/Timelines/Resources:

The IEP, including transition services, serves as the primary avenue for drop out prevention for students receiving special education services in California in grades 7-12 (see also activities for SPP indicator #13). In addition, the activities noted in previous indicators also serve as drop out prevention strategies.

In addition to the statewide drop-out prevention activities authorized under SB65, the High School Initiative of the Superintendent of Public Instruction in California focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit with a focus on students with disabilities.

Monitoring, Stakeholder Meetings, & Selected Special Projects

As a KPI, the drop out indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year.

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.htm from the* federal government. SIG2 will be

used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available to build leadership capacity for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities in the LRE.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and provides alternative assistance to students. California supports this program by providing sub-grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice and CDE will create and host such presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program

improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated three regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the least restrictive environment (LRE) district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, least restrictive environment, Individualized Education Plan (IEP) training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, response to intervention (RtI), and No Child Left Behind.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting web-pages and listservs

with topics ranging from promotion and retention guidelines to California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Increase collaboration and coordination with SB65 on behalf of students with disabilities	Ongoing	CDE staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Participate in national charter school study	2004 - 2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs

Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August - September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	Contractor and CDE Staff
SIG Regional Leadership Institutes	Annually	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	Contractor and CDE Staff
Provide five Web-casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	Dec. 2005, Jan. 2006, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors
RtI Trainings	Ongoing, several times per year	CDE staff

Three-tiered model trainings	Ongoing, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	October 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005 - 06	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web pages and listservs on variety of topics including: promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE

Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Reports on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

Part B State Performance Plan (SPP) for 2005-2010

Indicator #3 – Statewide Assessments

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator #3 - Participation and performance of children with disabilities on statewide assessments. (20 U.S.C. 1416 (a) (3) (A)).

A. Percent of districts meeting the State's Adequate Yearly Progress (AYP) objectives for progress for disability subgroup.
B. Participation rate for children with IEPs in:
   i. Regular assessment with no accommodations;
   ii. Regular assessment with accommodations;
   iii. Alternate assessment against grade level standards; and
   iv. Alternate assessment against alternate achievement standards.
C. Proficiency rate for children with IEPs:
   i. Against grade level standards; and
   ii. Alternate achievement standards.

Measurement:

A. Percent = number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total number of districts in the State with numerically significant student subgroups (a school or LEA with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator) times 100.

B. Participation rate =

   a. Number of children with IEPs in grades assessed;
   b. Number of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
   c. Number of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
   d. Number of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and

e. Number of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

a. Number of children with IEPs in grades assessed;
b. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
c. Number of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
d. Number of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
e. Number of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

Overview of Issue/Description of System or Process:

Tables 3b and 3c include baseline/trend data reflecting participation and performance of students with disabilities on the California Standards Tests (CSTs) used to calculate Adequate Yearly Progress (AYP). The No Child Left Behind Act of 2001 (NCLB) requires all districts and schools to demonstrate AYP with an eventual goal that one hundred percent of all students are proficient or above in reading/language arts (ELA) and mathematics (Math) by 2013-14. Under AYP criteria adopted by the State Board of Education (SBE), districts, schools, and numerically significant student subgroups (a school or local educational agency (LEA) with fewer than 100 enrolled first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator) within districts and schools must meet Annual Measurable Objectives (AMOs) in ELA and Math, demonstrate a ninety-five percent participation rate on assessments in ELA and Math, demonstrate progress on the Academic Performance Index (API), and demonstrate progress on the graduation rate of its high school students.

California measures progress of LEAs, schools, and student subgroups against the adopted AMOs. AMOs may vary by a school's grade span e.g., elementary, middle, and high school.

Beginning in the 2005-06 school year, no student will receive a public high school diploma without having passed the California High School Exit Exam (CAHSEE)

as well as having met the district's requirements for graduation. The CAHSEE is designed to significantly improve pupil achievement in public high schools and to ensure that pupils who graduate from public high schools can demonstrate grade level competency in reading, writing, and mathematics. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years.

Baseline Data for FFY 2004 (2004-05):

A. In 2004-05, 50.2 percent of districts met State's AYP objectives for the disability subgroup (children with IEPs) in both ELA and math (243 of 478 districts).

B. California's participation rate for children with IEPs is provided in Table 3b. This table indicates that of the 495,082 (100 percent participation rate) students with Individualized Education Programs (IEP) in grades assessed (those who actually took the test), 68.3 percent did so without accommodations.

Table 3b
Participation of Students
Receiving Special Education Services in California, 2004-05

Assessment Description	Number	Percent
Total # assessed	*495,082*	*100*
i. Regular assessment no accommodations	338,259	68.3%
ii. Regular assessments accommodations	114,464	23.1%
iii. Alternate assessment against grade-level standards	42,359	8.6%
iv. Alternate assessment against alternate achievement standards	-	-

- California does not have an alternate assessment against alternate achievement standards

C. Proficiency rate for children with IEPs provided is provided in Table 3c. This table indicates that of the 495,082 students with IEPs in grades assessed (those who actually took the test), 20.1 percent did not use accommodations and scored proficient or above. 157,693 of the 495,082 students with IEPs in grades assessed were proficient or above (31.8 percent).

Table 3c
Proficiency rate of Students
Receiving Special Education Services in California, 2004-05

Assessment Description	Number	Percent
Total # assessed	*495,082*	*N/A*
i. Regular assessment no accommodations	99,530	20.1%
ii. Regular assessments accommodations	11,180	2.3%
iii. Alternate assessment against grade-level standards	46,983	9.4%
iv. Alternate assessment against alternate achievement standards	-	-
TOTAL	*157,693*	

- California does not have an alternate assessment against alternate achievement standards

Discussion of Baseline Data:

Participation and performance of students with disabilities on the CSTs used to calculate AYP includes measures from the Standardized Testing and Reporting (STAR) Program for grades 2-8. This includes the CST and the California Alternate Performance Assessment (CAPA), which is the alternate assessment for students with the most significant cognitive disabilities. For the purposes of NCLB reporting, at the district and state level, results of students who take the CAPA in excess of the one percent limitation will be considered “not proficient.” For grade ten, CAHSEE and CAPA are used to calculate AYP. In order to use the CAHSEE for this purpose, separate cut scores have been established for both the ELA and Math portions of the assessment. These cut scores do not correspond to scores on the CAHSEE; instead, they reflect the more rigorous CST performance levels. These more rigorous cut scores are for NCLB purposes only, and will not be used to determine passing scores on the CAHSEE.

While California has made significant progress in both participation rate and percent scoring proficient in the statewide standards-based assessments, the achievement gap that exists between special and general education remains. Special education students have made impressive gains, and we must continue to increase achievement gains for this population. These gains may be attributed to technical assistance and training provided to the field in the areas of the appropriate use of alternate assessments, the continued integration of special education students in the state adopted core curriculum, continued emphasis on educating all students in the least restrictive environment (LRE), continued

improvement of data collection methods, and continued technical assistance regarding the use of accommodations.

Measurable and Rigorous Benchmarks and Target

3A. Annual benchmarks and six-year target for the percent of districts meeting the State's Adequate Yearly Progress (AYP) objectives for progress for the disability subgroup are provided in the cells below.

FFY	% of Districts
2005 (2005-2006)	52
2006 (2006-2007)	54
2007 (2007-2008)	56
2008 (2008-2009)	58
2009 (2009-20010)	60
2010 (2010-2011)	62

3B. The annual benchmark and target for *participation* on statewide assessments in ELA and Math, 95 percent (rounded to nearest whole number), is established under NCLB.

3C. Consistent with NCLB accountability framework, the 2005-11 AMOs (benchmarks) for the percent *proficient* on statewide assessments are broken down by school subgroup and are provided in the cells below.

FFY	School Subgroup	English Language Arts	Math
2005 (2005-2006)	Elementary Schools Middle Schools Elementary School Districts	24.4%	26.5%
	High Schools High School Districts	22.3%	20.9%
	Unified School Districts High School Districts County Office of Education	23.0%	23.7%

	School Subgroup	English Language Arts	Math
2006 (2006-2007)	Elementary Schools Middle Schools Elementary School Districts	24.4%	26.5%
	High Schools High School Districts	22.3%	20.9%
	Unified School Districts High School Districts County Office of Education	23.0%	23.7%

	School Subgroup	English	Math

2007 (2007-2008)		**Language Arts**	
	Elementary Schools Middle Schools Elementary School Districts	35.2%	37.0%
	High Schools High School Districts	33.4%	32.2%
	Unified School Districts High School Districts County Office of Education	34.0%	34.6%
2008 (2008-2009)	**School Subgroup**	**English Language Arts**	**Math**
	Elementary Schools Middle Schools Elementary School Districts	46.0%	47.5%
	High Schools High School Districts	44.5%	43.5%
	Unified School Districts High School Districts County Office of Education	45.0%	45.5%
2009 (2009-2010)	**School Subgroup**	**English Language Arts**	**Math**
	Elementary Schools Middle Schools Elementary School Districts	56.8%	58.0%
	High Schools High School Districts	55.6%	54.8%
	Unified School Districts High School Districts County Office of Education	56.0%	56.4%
2010 (2010-2011)	**School Subgroup**	**English Language Arts**	**Math**
	Elementary Schools Middle Schools Elementary School Districts	67.6%	68.5%
	High Schools High School Districts	66.7%	66.1%
	Unified School Districts High School Districts County Office of Education	67.0%	67.3%

Improvement Activities/Timelines/Resources:

These activities targeting student participation and performance on statewide assessments are also expected to help improve and support other SPP indicators such as increasing the percent of students graduating with a diploma and decreasing the decreasing the percent of students dropping out.

The California Department of Education (CDE) will continue to provide training and technical assistance to IEP teams when making statewide assessment participation decisions, including the use of accommodations, modifications, and alternate assessments. The Special Education Division (SED) will promote and support the use of standards-based instruction for all students, including students with disabilities. The SED supports AB 564 (was received by the Governor's office on September 6, 2005) which would require the State Superintendent of Public Instruction to create and implement a process to review high school basic instructional materials (grades 9-12) to ensure alignment with academic content standards and create a list of recommended materials. The Special Education Data Reports for each LEA are part of a series of initiatives by CDE to help disseminate educational data, improve the quality of education programs, and help districts track changes over time.

In order to meet the requirements of the Individuals with Disabilities Education Act of 2004 (IDEA) and NCLB, California must show evidence that all students are included in its statewide assessment and accountability system. To assist in facilitating this process, CDE recruited experts from the field to participate in the development of blueprints for a new alternate assessment for up to two percent of students who are unable to demonstrate proficiency on the state's academic content standards and who, research indicates, would not respond well to interventions for helping them to improve their achievement. The two percent is a new option states may be able to take advantage of upon U.S. Department of Education (ED) approval. This percentage is in addition to up to one percent of students with the most significant cognitive disabilities who currently participate in STAR program by CAPA.

The State Superintendent of Public Instruction in California had initiated a High School Initiative. This Initiative focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. The State Superintendent's High School Summit of 2004 was followed in October 2005 by a similar summit with a focus on students with disabilities.

Monitoring, Stakeholder Meetings, & Selected Special Projects

As a Key Performance Indicator (KPI), the STAR Assessment indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to “focus” review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than the prior year. In addition, the KPIs provide a resource to districts to inform and assist with self monitoring activities to address and maintain compliance. The SED will continue to monitor participation in statewide assessments and the relationship between IEPs and student outcomes (educational benefit reviews).

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.html* from the federal government. The SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert technical assistance and training is available to build leadership capacity for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities in the LRE.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and provides alternative assistance to students. California supports this program by providing sub-grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-

service professional development models to translate research into practice and CDE will create and host such presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of AYP targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division (SID) within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal NCLB Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated 3 regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, NCLB, and PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include the STAR Assessment requirements in bi-annual California Information Management System (CASEMIS) training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staff jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other

IDEA 2004 requirements, LRE, IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

The CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting web-pages and listservs with topics ranging from promotion and retention guidelines to CAPA materials, disseminating *the Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Create blueprints for California Modified Assessment (CMA) (overlaps with CAPA)	May-August 2005	CAPA/CMA Workgroups CDE staff Contractor, ETS
Develop CMA	May 2005-September 2007	CDE staff, contractor
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
The facilitated grant procedures utilize STAR data to develop program improvement plan	November 30, 2005	CDE Staff
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance	Semi annually or more frequent when needed	Representatives including administrative, and/or professional

Indicator Stakeholder Committee (KPISC), and the IEP Task Force		organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Cross Branch Coordination with PI to utilize data for analysis and improvement plans	December 30, 2006	Riverside COE staff, CDE staff
Participate in national charter school study	2004 -2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP
Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment.	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module.	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 2006	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August – September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Fall and spring	Contractor and CDE Staff
SIG Regional Leadership Institutes	Annually	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	Annually	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical	As needed by site - ongoing	Contractor and CDE Staff

assistance.		
Provide five Web-casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	Dec. 2005, Jan. 2006, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills.	July 2006	CDE staff contractors
RtI Trainings	Ongoing, several times per year	CDE staff
Three-tiered model trainings	Ongoing, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools.	2005 - 2006	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools.	Ongoing	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links	December 2004; ongoing update	CDE/SED staff; web capability of CDE

to important references and resources on the Reauthorization of IDEA		Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web-pages and listservs on variety of topics including Promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE
Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Reports on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

Part B State Performance Plan (SPP) for 2005-2010

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

Indicator #4 – Suspension and Expulsion

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicators –

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and

B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity. (20 U.S.C. 1416(a)(3)(A); 1412(a) 22)).

Measurements:

A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.
B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Overview of Issue/Description of System or Process:

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan, 2) Special Education Self Review (SESR), 3) Complaints Management, and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to suspension and expulsion (and other performance data) when monitoring districts. To meet the requirements of indicator 4A, the state has set the following practice in place. When a district is undergoing a review, and one percent or more of its students receiving special education or services has been expelled or

suspended for more than ten days, the LEA must review all policies and practices to determine that suspension and expulsion decisions are made based on appropriate circumstances as described by federal and state laws and regulations. When the LEA has policies or practices that lead to inappropriate suspension or expulsion decisions, they must describe the changes they intend to make and provide evidence that they have done so. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. California is developing a set of measures that will allow CDE to identify individual districts with significant discrepancies in suspension based on race or ethnicity as specified in measure B. Because the number of students suspended within each LEA is usually very small, neither the index nor the composition indices work effectively for this purpose.

Baseline Data for FFY 2004 (2004-2005):

In 2004-05, 83% of districts had a rate of expulsion or suspension of less than one percent.

Discussion of Baseline Data:

For overall suspension or expulsion rates (indicator 4A), the state has adopted the statewide average of one percent as the threshold for action at the district level.

An analysis of statewide data reveals that students from some groups are much more likely to be expelled or suspended for more than ten days. African American students in particular suffer this consequence; in 2003-04, they are more than 2.25 times as likely to be expelled or receive more than ten days of suspension than are all students receiving special education or services. When measures are developed that are appropriate to use with the relatively small numbers in some groups, district-level data will be analyzed to determine whether significant discrepancies occur across most LEAs the problem is restricted to a few.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	83.5 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2006 (2006-2007)	84.0 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due

	no later than February 1, 2007 (4B).
2007 (2007-2008)	85.0 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2008 (2008-2009)	86.5 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2009 (2009-2010)	88.0 percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).
2010 (2010-2011)	Ninety percent of districts will have an overall suspension or expulsion rate of less than one percent (indicator 4A). As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007 (4B).

Improvement Activities/Timelines/Resources:

When undergoing a QAP review, districts with a rate of expulsion, or suspension of their students for more than ten days, that exceeds the threshold of one percent will be required to evaluate their policies, procedures, and practices, including a review of a sample of records of those students. After benchmarks are established for the February 2007 APR, differences among rates for the various ethnic groups will be examined and included in the review process. In addition, the state will continue with the development of a measure for indicator 4B to be applied to the 2006-07 data.

California will continue to monitor district suspension and expulsion activities.

Monitoring, Stakeholder Meetings, & Selected Special Projects

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.html* from the federal government. SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students

with disabilities, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, and in the collection and dissemination of data. The grant has a significant site-based component that will include an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven behavioral approaches.

Response to Intervention (RtI) is a process that focuses on early intervention designed to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and research-based instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice. CDE will create and host presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, SED has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and to develop guidance and work toward collaboration and alignment at the state level to enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated 3 regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the least restrictive environment. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources and updates from general

education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include addressing graduation requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) Administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, IEP training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting web-pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

IMPROVEMENTACTIVITIES	TIMELINES	RESOURCES
Provide statewide California Special Education Management Information system (CASEMIS) training for special education local plan areas (SELPA).	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Finalize new suspension/expulsion data fields & definitions for CASEMIS.	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes.	Fall 2005	CDE staff

Modify validation codes and develop prototype reports.	Spring 2006	CDE staff
Beta-test new CASEMIS software.	Summer 2006	CDE staff
Deploy official CASEMIS software.	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data.	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs.	Each year in the fall and sometimes spring	CDE Staff, SELPA, LEAs
Monitoring & Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS).	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the Individualized Education Plan (IEP) Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff

Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Regional trainings for trainers on serving students with disabilities in the LRE	September - October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005 - 06	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March - June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August - September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	Contractor and CDE Staff
SIG Regional Leadership Institutes	Annually	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	Contractor and CDE Staff

Provide five Web-casts that cover the concept of RtI and stream this content for on-demand viewing	Dec. 2005, Jan. 2006, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that incorporates RtI concepts and specific skills	July 2006	CDE staff contractors
RtI Trainings	Ongoing, several times per year	CDE staff
Three-tiered model trainings	Ongoing, several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-2006	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*

IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web-pages and listservs on variety of topics including Promotion, retention guidelines, & CAPA materials	Updated frequently	CDE/SED staff; web capability of CDE
Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Summaries on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

Part B State Performance Plan (SPP) for 2005-2010

Indicator #5 – Least Restrictive Environment

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Indicator #5 –Percent of children with IEPs aged 6-21:

A) Removed from regular class less than 21 percent of the day;

B) Removed from regular class greater than 60 percent of the day; or

C) Served in public or private separate schools, residential placements, or homebound or hospital placements (20 U.S.C. 1416(a)(3)(A)).

Measurement:

A. Percent of children with IEPs removed from regular class less than 21 percent of the day. Percent is calculated by taking the number of children with IEPs removed from regular class less than 21 percent of the day and dividing by the total number of students aged 6-21 with IEPs multiplied by 100.

B. Percent of children with IEPs removed from regular class greater than 60 percent of the day. Percent is calculated by taking the number of children with IEPs removed from regular class greater than 60 percent of the day and dividing by the total number of students aged 6-21 with IEPs multiplied by 100.

C. Percent of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements. Percent is calculated by taking the number of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total number of students aged 6-21 with IEPs multiplied by 100.

Overview of Issue/Description of System or Process:

Under the Individuals with Disabilities Education Act (IDEA) of 2004, the CDE is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the CDE convened a comprehensive stakeholder group –the Key Performance Indicator Stakeholders

Committee (KPISC). The KPISC is composed of approximately 30 advocacy, administrative, and/or professional organizations. The KPISC convenes at least twice a year to evaluate how well the state is meeting its five special education goals; to select districts for monitoring, and to identify priority areas to monitor during the reviews. The (KPISC) established, and CDE maintains, the system of Key Performance Indicators (KPI). These include measures of the percent of time that students are served outside of a regular classroom. In 1996, California designated two measures of inclusion in the regular classroom: (1) the percent of students educated with their non-disabled peers 80 percent or more of the time and, (2) the percent so educated 20 percent or less of the time. These KPI measures are calculated annually at the district level and published on the web. These measures are benchmarked which allows for comparison of scores to a statewide expectation, for capturing the direction of change, and for comparing districts of similar type (elementary, high school and unified).

Baseline Data for FFY 2004 (2004-2005):

Based on the December 2004 CASEMIS data reported on the 12/01/04 618 report, among the 612,177 California children aged 6-21 with Individualized Education Programs (IEPs):

A. 49.2 percent were removed from regular class less than 21 percent of the day;

B. 24.6 percent were removed from regular class more than 60 percent of the day; and

C. 4.4 percent were served in public or private separate schools, residential placements, or homebound or hospital placements.

Discussion of Baseline Data:
As described, prior to the additional requirements of the SPP, California had already established **district-level** benchmarks and targets. These district-level benchmarks and targets are incorporated into the district data summaries. Statewide annual benchmarks and six-year targets for the required SPP measures are provided.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**5A.** 51.1 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 24 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 4.3 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.

2006 **(2006-2007)**	**5A.** 53 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 23 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 4.2 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2007 **(2007-2008)**	**5A.** 57 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 21 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 4.1 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2008 **(2008-2009)**	**5A.** 62 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 18 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 4.0 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2009 **(2009-2010)**	**5A.** 68 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than 14 percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 3.9 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.
2010 **(2010-2011)**	**5A.** 76 percent or more of students will be removed from regular class less than 21 percent of the day; **5B.** No more than nine percent will be removed from regular class more than 60 percent of the day; and **5C.** No more than 3.8 percent are served in public or private separate schools, residential placements, or homebound or hospital placements.

Improvement Activities/Timelines/Resources:

This is a critical area where the SED has and will continue to devote considerable attention and resources. With the increased focus on LRE at the federal level, as emphasized in the reauthorization of IDEA 2004 and NCLB, the CDE reviewed issues surrounding LRE. Some of the many activities that CDE has undertaking and will continue as a result of this review include: reconvening a Superintendent's Task force on serving students with disabilities in the LRE, including LRE as a major focus in statewide conferences, training, and monitoring efforts, providing on-site technical assistance in working with all students in the LRE, and working closely with colleagues in general education to infuse strategies for addressing the needs of at-risk students early so that they do not require referral to special education.

The State Superintendent of Public Instruction in California had initiated a High School Initiative including a strong emphasis on LRE. This Initiative focuses on high expectations for all students, the development of world-class teachers and site administrators, the use of world-class instructional materials, successful transitions to postsecondary education, and the development of a community of support to nurture high achieving students. Training took the form of the State Superintendent's High School Summit of 2004, which was followed in October 2005 by a similar summit with a focus on students with disabilities. Both included a strong focus in working with students with disabilities in the LRE.

Monitoring, Stakeholder Meetings, & Selected Special Projects

As a KPI, the LRE indicator may be used in several ways. First, it may be used to identify the pool of possible districts for review. Second, the KPIs are used in all monitoring reviews to focus review activities on those areas where the district is below the benchmark expectation and has a KPI value lower than that of the prior year. In addition, the KPIs provide a resource to districts to inform and assist with self-monitoring activities to address and maintain compliance.

The CDE was awarded a second State Improvement Grant (SIG2) *http://www.calstat.org/sigPcse.html* from the federal government. SIG2 will be used to improve special education services in California in several areas such as the quality and number of teachers and other personnel who work with students with disabilities in the LRE, coordination of services for students with disabilities, behavioral supports available for students with disabilities, academic outcomes, especially in the area of literacy, participation of parents and family members, and collection and dissemination of data. The grant has a significant site-based component that will make use of an entire network of educators who have been trained through the first SIG to assist schools in implementing research-proven practices.

The Riverside County Achievement Teams (RCAT) use data to identify needs and to improve educational outcomes for students with disabilities. Expert

technical assistance and training is available to build leadership capacity for the selected school districts whose data indicate significantly low performance in KPIs for students with disabilities. Technical assistance and training is also available through the Quality Assurance Process (QAP) focused monitoring procedures for under-performing school districts whose data indicate significantly low academic performance for students with disabilities in the LRE.

Under the Reading First Program, the state budget provides incentive funding for districts to create a plan to lower the number of special education referrals based upon reading below grade level and provides alternative assistance to students enabling students to be served in the general education classroom. California supports this program by providing sub-grants to LEAs to implement fully the state-adopted reading program in kindergarten through grade three and to provide professional development to special education teachers. A part of the textbook adoption process is to include textbooks with a focus on early intervention and remediation for students at risk for reading problems.

Response to Intervention (RtI) is a process that focuses on early intervention in the general education classroom in order to prevent learning failure. This approach recognizes the importance of student behavior on learning and incorporates a problem-solving process to address behavioral issues. The RtI process requires an alignment of assessment and instruction to produce positive academic outcomes for students. The reliability and validity of this implementation depends on pre-service and in-service professional development models to translate research into practice and CDE will create and host such presentations and trainings in the upcoming years.

Throughout the state, there are many partnerships that help to ensure that schools provide all students, including students with disabilities, with research-proven approaches to instruction in the LRE, leading to the accomplishment of California's educational goals. In order to facilitate the achievement of Adequate Yearly Progress (AYP) targets and benchmarks in California, the Special Education Division (SED) has developed a close working relationship with the staff and administration of the District and School Program Coordination Office (DSPC) of the School Improvement Division (SID) within CDE. This division is responsible for, among other things, providing support and services to the schools and districts identified for program improvement (PI) under Section 1117 of the federal No Child Left Behind (NCLB) Act of 2001. The DSPC office coordinates the funding of a Regional System of School and District Support (RSDSS), which is a statewide system of support for schools and districts in PI.

To better align the services and guidance offered by the many regional programs administered by the CDE, a Regional Programs Partnership Group (RPPG) was created in February 2005. The DSPC coordinates monthly meetings of the RPPG. The goal of this group is to share program information and develop guidance and to work toward collaboration and alignment at the state level to

enhance collaboration and alignment in the field. The SED and the DSPC through the RSDSS have coordinated three regional trainings on improving access to the core curriculum for all students by educating students with disabilities in the LRE. These trainings were held in September and October of 2005. Additionally, the SED assisted the DSPC in developing statewide trainings and technical assistance regarding schools and districts in PI. Future activities include attending the monthly RSDSS, RPPG, and NCLB/PI meetings and providing resources and input from the special education perspective; providing information, resources, and updates from general education to appropriate SED staff and administration; working with the PI and Interventions Office to infuse the LRE district and school self assessment tools into the program improvement self assessment processes (district assistance survey (DAS) and academic performance survey (APS)).

Selected Training/Technical Assistance

Future activities also include addressing LRE in bi-annual CASEMIS training sessions with special education local plan area (SELPA) administrators and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

CDE staff also will prepare and present trainings beyond CASEMIS during the six-year time period under the SPP. Topics for these trainings include: the IDEA 2004 statute and final regulations related to graduation requirements and other IDEA 2004 requirements, LRE, Individualized Education Plan (IEP) training, leadership development, Building Effective Schools Together (BEST) positive behavioral management, RtI, and NCLB.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include creating and supporting web-pages and listservs with topics ranging from working with students in the LRE, promotion and retention guidelines, California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Improvement Activities	Timelines	Resources
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff

The facilitated grant procedures utilize LRE data to develop program improvement strategies	November 30, 2005	CDE staff
Add monthly progress reporting to corrective actions for systemic non-compliance findings related to LRE	December 30, 2005 - June 30, 2006	CDE Staff
Explore web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports	July 1, 2005 to June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Participate in national charter school study	2004-2006	University of Maryland, CDE staff, funded grant from USDOE/OSEP

Selected Training/Technical Assistance		
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Provide regionalized training and technical assistance related to using the KPI data for program improvement	June 30, 2006	CDE staff
Regional trainings for trainers on serving students with disabilities in the least restrictive environment	September-October, 2005 and annually as needed	CDE Staff, contractors RSDSS staff
Provide facilitated IEP training, a trainer of trainer module	June 30, 2006	CDE Staff
Host Riverside County Achievement Team (RCAT) teleconference	October 2005-06	CDE Staff, contract staff
RCAT Leadership Development Training	February 2006	Contractor CDE Staff
School-site specific RCAT Teleconference	March-June 2006	Contractor CDE Staff
RCAT Summer Institute	July 2006	Contractor and CDE Staff
RCAT Leadership Development Program follow-up Seminar	August-September 2006	Contractor and CDE Staff
Statewide State Improvement Grant (SIG) Leadership Institute	Annually	Contractor and CDE Staff
SIG Regional Leadership Institutes	Annually	Contractor and CDE Staff
SIG site-specific technical assistance which is specialized to assist additional schools, districts, and SELPAs	As needed by site - ongoing	Contractor and CDE Staff
Provide BEST positive behavioral management program training and technical assistance	Fall and spring	Contractor and CDE Staff
Provide five Web-casts that cover the concept of Response to Intervention (RtI) and stream this content for on-demand viewing	Dec. 2005, Jan. 2006, Feb. 2006, March 2006, April 2006	CDE staff, contractors SELPA
Develop and distribute training module in DVD format that	July 2006	CDE staff contractors

incorporates RtI concepts and specific skills.		
RtI Trainings focused on general education environment	Ongoing; several times per year	CDE staff
Three-tiered model trainings	Ongoing; several times per year	CDE staff
State Superintendent High School Summit Focus on Students with Disabilities	Oct 2005	Contracted speakers support through registration fees from participants & IDEA funds, CDE Staff
Develop charter school guidance primers to address the needs of students with disabilities attending charter schools	2005-2006	National Association of State Directors of Special Education & grant from USDOE/OSEP, CDE staff
Provide technical assistance on reinventing high school	Ongoing	International Center for Leadership in Education and Council of Chief State School Officers and financial resources provided through the Bill and Melinda Gates Foundation, CDE staff
Provide technical assistance to schools focused on the implementation of reform programs to high poverty and NCLB school wide schools	Ongoing	California Comprehensive Assistance Center, CDE staff
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of the Individuals with Disabilities Education Act (IDEA)	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*
IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds

Public awareness and information dissemination via Web pages and listservs on variety of topics including LRE	Updated frequently	CDE/SED staff; web capability of CDE
Develop website to support the rollout of RtI including forms, procedures, intervention measures and provide a facility for supporting the field through an internet based message-board	June 2006	CDE staff, contractor
Develop and disseminate *Pocketbook* of *Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Summaries on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

Part B State Performance Plan (SPP) for 2005-2010

Indicator #6 – Preschool Least Restrictive Environment

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Indicator #6 – Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings). (20 U.S.C. 1416(a)(3)(A)).

Measurement: The number of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total number of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

It is the policy of the State of California that "Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a manner that is appropriate to the needs of both."

"Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment (*30 Education Code (EC) 56031*)." Further, state law requires that the student's IEP include: "The specific special educational instruction and related services and supplementary aids and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to …be educated and participate with other pupils with disabilities and nondisabled pupils in the activities described in this section. " and also "An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in regular classes and in… [extracurricular and other nonacademic] activities (30 *EC* 56345)." In addition, each SELPA must ensure that a continuum of program options is available to meet the needs of individuals with exceptional needs for special education and related services, as required by the Individuals with Disabilities Education

Act 2004 (IDEA). The continuum of program options is specified in law. These requirements apply to all individuals with exceptional needs, age three to twenty two.

In addition, the California *EC* includes requirements more suited to the preschool service delivery system. The code specifies a number of appropriate settings, including:

(a) The regular public or private nonsectarian preschool program.
(b) The child development center or family day care home.
(c) The child's regular environment that may include the home.
(d) A special site where preschool programs for both children with disabilities and children who are not disabled are located close to each other and have an opportunity to share resources and programming.
(e) A special education preschool program with children who are not disabled attending and participating for all or part of the program.
(f) A public school setting which provides an age-appropriate environment, materials, and services, as defined by the superintendent. (30 *EC* 56441.4)

And the law identifies a variety of methods by which services to preschool age children with disabilities may be provided:

(a) Directly by a local educational agency.
(b) Through an interagency agreement between a local educational agency and another public agency.
(c) Through a contract with another public agency pursuant to Section 56369.
(d) Through a contract with a certified nonpublic, nonsectarian school; or nonpublic, nonsectarian agency pursuant to Section 56366.
(e) Through a contract with a nonsectarian hospital. (30 *EC* 56441.8)

Level at which local data will be reported. There are approximately 1,100 LEAs in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. The CDE's experience with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This situation is even more difficult when calculating percentages for preschool age children because they are so much less populous than the group of students who are 6-21 years of age. In addition, not every LEA serves the same population of students. Within the SELPA structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts who serve different populations is not very useful. As a result, CDE is planning to calculate and report outcome data at the SELPA level, because SELPAs are of sufficient size to generate a meaningful statistic and SELPA-to-SELPA comparisons are more meaningful to the overall preschool population.

Data Source. Data for determining the values for this indicator are drawn from the California Special Education Management Information System (CASEMIS). CASEMIS includes data for each preschool age child related to program setting for preschool special education services. Calculations for 2004-05 will be based on December 2004 CASEMIS data for children reported to be served in early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.

Baseline Data for FFY 2004 (2004-2005):

The overall percentage of preschool age students served in settings with typically developing peers is 48 percent. Table 6a provides data used for this calculation.

Table 6a
Preschool LRE data in California, 2004-05

Setting	Number of 3 - 5 year olds
Early childhood setting	19,514
Home	1,287
Part-time early childhood/part-time early childhood special education setting	8,052
Subtotal	28,853
Total Number of 3-5 Served	59,937
Percent 3-5 served in settings with typically developing peers	48.14%

Discussion of Baseline Data:

Data presented in table 6a are based on December 2004 CASEMIS data for three, four and five year-old children with disabilities. The overall percentage of preschool age students served in settings with typically developing peers is 48 percent. The three preschool settings included in the calculation are not exhaustive and as such preschool students do receive services in other settings as described in the text on pages 58 and 59. Targets are set to increase to an overall target of 66 percent in 2010-11. These benchmarks will be finalized in the APR due February 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	51% of the 3-5 year olds will be served in settings with typically developing peers.

2006 (2006-2007)	54% of the 3-5 year olds will be served in settings with typically developing peers.
2007 (2007-2008)	57% of the 3-5 year olds will be served in settings with typically developing peers.
2008 (2008-2009)	60% of the 3-5 year olds will be served in settings with typically developing peers.
2009 (2009-2010)	63% of the 3-5 year olds will be served in settings with typically developing peers.
2010 (2010-2011)	66% of the 3-5 year olds will be served in settings with typically developing peers.

Improvement Activities/Timelines/Resources:

Future activities also include addressing preschool LRE requirements in bi-annual CASEMIS training sessions with special education local plan area (SELPA) administrators and LEAs. This step will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to educational benefit. CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice

CDE engages in a variety of public awareness and information dissemination activities to improve the likelihood of positively impacting practices at the school site. These activities include supporting web-pages and listservs with topics ranging from promotion and retention guidelines to the California Alternate Performance Assessment (CAPA) materials, disseminating the *Pocketbook of Special Education Statistics*, posting data on Data Quest, and publishing data summaries.

Activities	**Timelines**	**Resources**
Review individual SELPA and LEA calculations. Identify extreme, outlying values.	By January 1, 2006	CDE staff

Prepare and disseminate general policy letter related to preschool LRE.	By January 1, 2006	CDE staff
Contact districts with extreme, outlying values to monitor policies, procedures and practices; and to provide technical assistance.	By January 1, 2006	CDE staff
Conduct monitoring; prepare corrective action plans, if needed; and follow-up to ensure correction.	By June 30, 2006	CDE staff
Work with preschool technical assistance contractors to prepare and disseminate technical assistance materials and services.	By June 30, 2006	CDE staff and contractors
Conduct ongoing review of APR data calculations and prepare annual action plans.	July 2006 through June 30, 2011	CDE staff and contractors
Convene Preschooler Stakeholder Committee to review data	2005 - 2007	CDE staff and contractors
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005; annually	CDE Staff, SELPA, LEAs
Public Reporting/Data Awareness/Data Utilized to Reflect Upon Practice		
Develop & maintain IDEA 2004 information Web-page with links to important references and resources on the Reauthorization of the IDEA	December 2004; ongoing update	CDE/SED staff; web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp*

IDEA Final Regulation Training	Spring 2006	Art Cernosia, Esq., nationally known expert in the IDEA. Free to public and funded from IDEA funds
Public awareness and information dissemination via Web-pages and listservs on variety of topics	Updated frequently	CDE/SED staff; web capability of CDE
Develop and disseminate *Pocketbook of Special Education Statistics*	Annually	CDE staff
Post special education data on CDE DataQuest website	Annually	CDE/SED staff; web capability of CDE Web-page: *http://data1.cde.ca.gov/dataquest/*
Create and post the Special Education Data Summaries on the web	Annually	CDE staff, web capability of CDE Web-page: *http://www.cde.ca.gov/sp/se/ds/datarpts.asp*

Part B State Performance Plan (SPP) for 2005-2010

Indicator #7 – Preschool Assessment

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment

Indicator – Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs. (20 U.S.C. 1416(a)(3)(A)).

Measurement:

A. Positive social-emotional skills (including social relationships):

a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = number of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.
b. Percent of preschool children who improve functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.
c. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = number of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.
b. Percent of preschool children who improved functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.
c. Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = number of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by number of preschool children with IEPs assessed times 100.
b. Percent of preschool children who improved functioning = number of preschool children who improved functioning divided by number of preschool children with IEPs assessed times 100.
c. c.Percent of preschool children who did not improve functioning = number of preschool children who did not improve functioning divided by number of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

The California Department of Education (CDE) has been developing a statewide system of progress assessment for young children since the mid-1990's. This system – the Desired Results (DR) system - includes a set of DR (standards) and a method for assessing child progress known as the Desired Results Developmental Profile (DRDP). Children with disabilities have been included in the development of DR and DRDP since its inception.

Accommodations and adaptations of the regular DRDP have been developed and researched along with the base instrument. In 2001, DR was reconceptualized to provide greater psychometric integrity. The base constructs were researched and revised and a new set of items developed to conform to the underlying constructs. The indicators and measures have been extensively researched on young children including young children with disabilities. As a part of this research and development effort CDE has also initiated the development of preschool learning standards for literacy and mathematics, aligned to the state standards for school age children.

In January 2005, the State Superintendent of Public Instruction announced a major preschool initiative in his state of the state address. This initiative, the Preschool for all Initiative includes, among other things, a major focus on accountability, which has prompted an additional focus on the development of standards and the implementation of the systems of assessment. It is anticipated that the Child Development Division (CDD) of CDE will implement the new version of DRDP in the fall of 2006, and will subsequently make adjustments to DRDP. Typically research on the adaptations to DRDP lag one year behind the basic instrument (as adaptations are made and tested subsequent to the evaluation of the base instrument). In 2004-05, CDE anticipated providing baseline, status data (one data point) from a sample of districts related to the developmental improvement of preschool age children using the prior indicators in the Annual Performance Report (APR). However, the indicators have changed and, as a result, CDE only has one data point for 2004-05.

In anticipation of the data requirements for 2005-06 and implementation of state standards for literacy and mathematics, the Special Education Division (SED) funded 11 districts and county offices of education, among other things, to pilot a birth-to-five instrument and to provide two data points for three, four, and five year-old children with disabilities. Shasta County Office of Education

These districts represent urban, suburban and rural settings and include large, small and moderately sized programs. They were funded in the spring of 2005, prior to elaboration of SPP requirements.

In July 2005, CDE convened a meeting (Preschool Stakeholders Committee (PSC)) of representatives from early childhood programs, early childhood training and technical assistance contractors, representatives from the Department of Developmental Services (lead agency for Part C) and staff of the ECO center to review the requirements and provide input into the State Performance Plan. In October 2005, CDE convened the same group to update input on the updated requirements.

General Considerations. The methodology for providing early childhood outcome data is derived from a variety of considerations. First, SPP requires that CDE and LEAs provide information about the developmental progress of three, four, and five year-olds with disabilities between entry and exit from the program. On this basis, CDE and LEAs need to be prepared to provide data in relation to the following entry and exit conditions:

	Exit at 3	Exit at 4	Exit at 5
Entry at 3	x	x	x
Entry at 4		x	x
Entry at 5			x

Oftentimes, exit is a post hoc finding – the child has left before the usual transition after kindergarten or at the end of a year and the LEA is not aware of the fact until the child fails to return to the program. In addition, IDEA requires that children with disabilities participate in state and local assessment programs. When DRDP is redeployed statewide, it will constitute a statewide testing program for all typically developing three and four year-olds that are served by CDE. This will require CDE and LEAs to include all three and four year-olds with disabilities in the statewide assessment program for DR. Children are assessed two times per year using DRDP – once in the fall and once in the spring. This would have the effect of requiring all three and four year-olds with disabilities to be assessed twice a year, but not five year-olds. But, because all five year-olds exit from preschool, all five year-olds olds would need to be assessed in the spring. There are many five year-olds who enter special education for the first time that would need to be assessed in the fall. As a result, all three, four, and five year-olds with disabilities will be assessed two times per year, once in the fall and once in the spring to comply with the SPP requirements. The entry data for a child will be drawn from DRDP results in the test period following entry into the program. The exit data will be drawn from DRDP results in the test period immediately preceding the child's withdrawal from the program or spring results in kindergarten.

It is of paramount importance that these data be reliable, accurate and useful at the local, state and national levels. CDE could easily have met APR requirements for a summary of developmental status and progress within the timelines described in the 2003-04 APR. As planned in the 2003-04 APR, calibration studies for DRDP and studies targeted on language development, literacy, and social emotional development were completed. However, with the addition of entry and exit requirements and the comparison to

developmental progress of typically developing children, there is a mismatch between the plans for development of elements of DRDP between CDD (which is targeting further major research studies upon release of the proposed literacy and mathematic standards in 2006-07) and SED (which has an urgent need for increased information about the performance of typically developing three, four, and five year-olds using the current DRDP instruments in 2005-06). Additionally, the DRDP information measures for five year olds are drawn from a school-age instrument, which uses examples from after school child care settings rather than regular kindergarten or preschool classrooms. This will require SED to redesign the five year-old measure to be more suited to a classroom base and to conduct extensive research on a sample of typically developing five year- olds. To get this work done, SED is contracting with Sonoma State University and is in the contracting process with Berkeley Evaluation and Assessment Research Center at the University of California, Berkeley (BEAR). BEAR has conducted all of the in-depth statistical work to validate DRDP for CDD. They maintain the ongoing data sets for typically developing children. Sonoma State and BEAR will be working together in 2005-06 to scale DRDP to include children with disabilities in relation to data collected in 2004-05. They will also work together to develop the sampling and statistical analysis needed to calibrate the birth-to-five year-old instrument piloted in 2005-06 and to update a five year-old instrument for children with disabilities in 2006-07. Both of these studies will require SED to secure a large sample of typically developing children prior to the time that CDD will be recalibrating the DRDP to include the new standards. These timeline issues will affect CDE's ability to collect comprehensive entry data until spring of 2007 and comprehensive baseline data until 2007-08.

<u>One issue during input was the level at which local data would be reported</u>. There are approximately 1,100 LEAs in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. CDE's experience with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This fact is even more troubling when calculating percentages for preschool age children as they are so much less populous than the group of students who are 6-21 years of age. In addition, not every serves the same population of students. Within the SELPA structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts who serve different populations is not very useful. As a result, is planning to calculate and report outcome data at the SELPA level, as SELPAs are of sufficient size to generate a meaningful statistic and SELPA to SELPA comparisons are more meaningful to the overall preschool population.

Summary of the outcome measurement system. When the system is fully implemented, all three, four, and five year-old children with disabilities will be assessed using DRDP as determined by their IEP team. Children will be assessed in the fall and the spring by special education personnel, familiar with their skills, and in conjunction with their regular teacher, child care provider and/or their parent – as appropriate to their service settings. Children will be assessed by staff who have been trained to conduct the assessments, using adaptations as appropriate to the child's special education needs. To ensure proper training CDE will provide ongoing training to program administrators through the annual conference sponsored by the Special Education Early Childhood Administrators Project (SEECAP). Administrator training will begin with the winter 2006 conferences. Staff training will be provided through several means. A series of regional trainings will be provided in the fall 2006 by Sonoma State University in collaboration with the Supporting Early Education Delivery System (SEEDS) and representatives from the network of projects funded to pilot the birth-to-five DRDP instrument. Ongoing support will be coordinated by Sonoma State University through the SEEDS project that will house expert teams in their visitation sites and through their statewide network of core consultants. Web based training and teleconferences are also proposed for fall 2006.

How DRDP indicators and measures will be used to produce the required information. DRDP consists of four DRs for children:

- Children are personally and socially competent,
- Children are effective learners,
- Children show physical and motor competence, and
- Children are safe and healthy.

Within each DR there are indicators and a series of measures for each indicator. The following is the method that will be used to roll up data on an indicator basis collected on the DRDP for the three outcomes: (1) positive social-emotional skills, including social relationships, (2) acquisition and use of knowledge and skills, including early language/communication and early literacy, and (3) use of appropriate behaviors to meet needs.

For 2004-05 data presented below, children were observed on the calibration study version of the DRDP and the corresponding DRDP access provides accommodations for children with disabilities to be observed on the DRDP. This required children to be assessed using both the infant-toddler items and the preschool items. A list of indicators and measures that roll up to the three outcomes from the infant-toddler and the preschool instruments are provided in Table **7a** and table **7b** respectively.

Table 7a.
Desired Results Developmental Profile *access*: Infant-Toddler Instrument

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Knowledge and Skills	Outcome 3: Action to Meet Needs
DESIRED RESULT 1 **Self Concept:** - Identity of Self and Connection to Others - Recognition of Ability - Self-Expression - Awareness of Diversity **Social and Interpersonal Skills:** - Empathy - Interactions with Adults - Relationships with Familiar Adults - Interactions with Peers - Relationships with Familiar Peers **Self-Regulation:** - Impulse Control - Seeking Other's Help to Regulate Self - Responsiveness to Other's Support - Self-Comforting - Attention Maintenance	**DESIRED RESULT 1** **Language:** - Language Comprehension - Responsiveness to Language - Communication of Needs, Feelings, and Interests - Reciprocal Communication **DESIRED RESULT 2** **Cognitive Competence:** - Memory - Cause and Effect - Problem Solving - Symbolic Play - Curiosity **Math:** - Number - Space and Size - Classification and Matching - Time **Literacy:** - Interest in Literacy - Recognition of symbols	**DESIRED RESULT 3** **Motor Skills:** - Gross Motor - Balance - Fine Motor - Eye-Hand Coordination **DESIRED RESULT 4** **Safety and Health:** - Personal Care Routines - Safety

Table 7b. Desired Results Developmental Profile *access*: Preschool Instrument

Outcome 1: Positive Social-Emotional Skills	Outcome 2: Knowledge and Skills	Outcome 3: Action to Meet Needs
DESIRED RESULT 1 **Self Concept:** - Identity of Self - Recognition of Own Skills and Accomplishments **Social and Interpersonal Skills:** - Expressions of Empathy - Building Cooperative Relationships with Adults - Building Cooperative Play with Other Children - Developing Friendships - Conflict Negotiation - Awareness of Diversity in Self and Others **Self-Regulation:** - Impulse Control - Taking Turns - Shared Use of Space and Materials	**DESIRED RESULT 1** **Language:** - Comprehends Meaning - Follows Increasingly Complex Instructions - Expresses Self Through Language - Uses Language in Conversation **DESIRED RESULT 2** **Learning:** - Curiosity and Initiative - Engagement and Persistence **Cognitive Competence:** - Memory and Knowledge - Cause and Effect - Engages in Problem Solving - Socio-dramatic Play **Math:** - Number sense: Understands Quantity and Counting - Number Sense: Math Operations - Shapes - Classification - Measurement - Patterning - Time	**DESIRED RESULT 3** **Motor Skills:** - Gross Motor Movement - Balance - Fine Motor Skills **DESIRED RESULT 4** **Safety and Health:** - Personal Care Routines - Personal Safety - Understanding Healthy Lifestyle

	Literacy: - Interest in Literacy - Concepts of Print - Letter and Word Knowledge - Phonological Awareness - Emerging Writing	

For 2005-06, a birth-to-5 version of the DRDP *access* is being field-tested. Table **7c** presents how items/measures within each indicator in this birth-to-five instrument will roll up to the three outcomes.

Table 7c. Desired Results Developmental Profile *access*: Birth-to-5 Instrument

Outcome 1: Positive Social Relationships	Outcome 2: Knowledge and Skills	Outcome 3: Action to Meet Needs
DESIRED RESULT 1 **Self Concept:** - Identity of Self and Connection to Others - Recognition of Ability - Self-Expression **Social and Interpersonal Skills:** - Empathy - Interactions with Adults - Relationships with Familiar Adults - Interactions with Peers - Friendships - Conflict Negotiation - Awareness of Diversity **Self-Regulation:** - Impulse Control - Seeking Other's Help to Regulate Self - Responsiveness to Other's Support	**DESIRED RESULT 1** **Language:** - Language Comprehension - Responsiveness to Language - Expresses Self Through Language - Uses Language in Conversation **DESIRED RESULT 2** **Learning:** - Curiosity and Initiative - Attention Maintenance and Persistence **Cognitive Competence:** - Memory - Cause and Effect - Problem Solving - Symbolic and Dramatic Play **Math:** - Understands Quantity and Counting	**DESIRED RESULT 3** **Motor Skills:** - Movement - Balance - Grasp/Release and Manipulation - Eye-Hand Coordination **DESIRED RESULT 4** **Safety and Health:** - Toileting and Hygiene - Dressing - Self-Feeding - Personal Safety - Eating and Nutrition

- Self-Comforting - Taking Turns	- Math Operations - Comparison of Quantity - Shapes - Classification and Matching - Measurement - Patterning - Time **Literacy:** - Interest in Literacy - Concepts of Print - Letter and Word Knowledge - Phonological Awareness - Emerging Writing - Comprehension of Text	

Data Collected in 2004-05. Data collected for preschool children in special education using DRDP access in Spring 2005 will be used to provide data related to the three OSEP outcomes. The comparative typical sample was observed on DRDP in Spring 2005 (two applicable scales were developed – infant/toddler and preschool). For this 2004-05 data analysis, a new scale that includes all the infant-toddler and preschool items/measures will be created to get item estimates. With this procedure, children's scores can be compared to determine the percentage of children who are at, above, or below age level (status data).

Data collected in 2005-06. Presuming SED can collect data on a minimum of 300 typically developing preschool age children using the birth-to-five instrument within the same time frame as the current study (with a six-month interval between time one and time two), CDE will be able to report on the complete OSEP outcome indicators for a sample of children in the APR for 2005-06 (due in February 2007).

Data collected in 2006-07**.** CDE will be able to report statewide entry data (three and four year olds) in the 2006-07 APR (due in February 2008)

Data collected in 2007-08. Presuming that the five-year old instrument can be completed, CDE will be able to report baseline entry and exit data for three, four and five year olds in the 2007-08 APR (due in February 2009). CDE will also establish statewide benchmarks and report in the 2007-08 APR.

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline data and targets do not need to be provided this year. However, as indicated in the 2003-04 APR, CDE indicated that it would provide developmental status information for language development, literacy and social emotional development based on 2004-05 assessments. Presented below are developmental status data from the 2004-05 calibration studies organized by outcome area:

Discussion of Baseline Data:

As a new SPP indicator, baseline data and targets do not need to be provided this year. As indicated above, CDE will provide baseline and target data in the 2007-08 APR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided this year. CDE will provide baseline and target data in the 2007-08 APR.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided this year. CDE will provide baseline and target data in the 2007-08 APR.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided this year. CDE will provide baseline and target data in the 2007-08 APR.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided this year. CDE will provide baseline and target data in the 2007-08 APR.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided this year. CDE will provide baseline and target data in the 2007-08 APR.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided this year. CDE will provide baseline and target data in the 2007-08 APR.

Improvement Activities/Timelines/Resources:

The CDE has been developing a statewide system of progress assessment for young children since the mid-1990's. This system, the DR includes a set of desired results (standards) and a method for assessing child progress known as DRDP. Children with disabilities have been included in the development of the DR system and DRDP since its inception. Accommodations and adaptations of the regular DRDP have been developed and researched along with the base instrument. In 2001, DR was reconceptualized to provide greater psychometric integrity. The base constructs were researched and revised and a new set of items were developed to conform to the underlying constructs. The indicators and measures have been extensively researched on young children including young children with disabilities. As a part of this research and development efforts, CDE has also initiated the development of preschool learning standards for literacy and mathematics, aligned to the state standards for school age children.

In January 2005, the State Superintendent of Public Instruction announced a major preschool initiative in his State of Education Address. This initiative, the Preschool for all Initiative includes, among other things, a major focus on accountability, which has prompted an additional focus on the development of standards and the implementation of the systems of assessment. It is anticipated that the CDD of CDE will implement the new version of DRDP in the fall of 2006, and will subsequently make adjustments to DRDP. Typically, research on the adaptations to DRDP lag one year behind the basic instrument (as adaptations are made and tested subsequent to the evaluation of the base instrument). In 2004-05, CDE anticipated providing baseline, status data (one data point) from a sample of districts related to the developmental improvement of preschool age children using the prior indicators in APR. However, OSEP has changed the indicators and, as a result, CDE only has one data point and does not yet have the age cutoffs for typically developing children that are needed to respond to the new indicator. Nonetheless, CDE will complete the assessment measures and implement the statewide assessment system as follows:

Activities	**Timelines**	**Resources**
Complete development and field test of Birth to Five instrument	June 2006	CDE staff and contractors
Develop five year old instrument	June 2006	CDE staff and contractors

Field test and calibrate five year old instrument	June 2007	CDE staff and contractors
Conduct Administrator Training	January to April 2006	CDE staff and contractors
Develop training cadres	June and July 2006	CDE staff, contractors and LEA grantees
Conduct Statewide training	September to December 2006	CDE staff, contractors and LEA grantees
Provide ongoing technical assistance and support	September 2006 - ongoing	CDE staff and contractors
Conduct statewide training on 5 year old instrument	September 2007	CDE staff and contractors
Collect entry data on 3 and 4 year olds	Spring 2007	LEAs and SELPAs
Collect entry and exit data on 3,4, and 5 year olds	Fall 2007 and Spring 2008	LEAs and SELPAs
Develop benchmarks and targets	Summer and Fall 2008	CDE staff and contractors
Provide continuous training and technical assistance regarding instruction and accountability	Ongoing	CDE staff and contractors

Part B State Performance Plan (SPP) for 2005-2010

Indicator #8 – Parent Involvement

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator #8 – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (20 U.S.C. 1416(a)(3)(A)).

Measurement: Percent of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities. Percent is calculated by dividing the number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total number of respondent parents of children with disabilities multiplied by 100. (20 U.S.C. 1416(a)(3)(A)).

Overview of Issue/Description of System or Process:

The California Department of Education (CDE) collects parent involvement information in a variety of ways: through monitoring processes (Verification Reviews (VR) and Special Education Self Reviews (SESR)), through the 800 number operated by CDE's Procedural Safeguards and Referral Services (PSRS), and through Family Empowerment Centers (FECs) and Parent Training and Information Centers (PTIs). These systems are described below. Per the SPP instructions, the survey instrument is provided in Table 8a.

Verification Reviews (VR). All monitoring reviews require Parent Input Meetings and/or Parent Surveys. For Verification Reviews, CDE contracts with the Sacramento County Office of Education to select and train parents of children with disabilities to act as facilitators at Parent Input meetings. A specific set of parent questions with probes form the core of the Parent Input meeting. These questions are tied to CDE's monitoring questions and are linked to specific compliance items. If parents in a particular district express concerns that are potential violations of state or federal laws and regulations, those issues are included in the monitoring plan and are investigated during the review. These

monitoring plan issues are stored in the data-base for the Verification Review. Also, input cards are available at the meeting for parents to complete. These cards are collected and tabulated for each Parent Input meeting.

Special Education Self Reviews (SESR). Each local educational agency (LEA) is required to conduct a parent input meeting and/or to conduct a survey of all of the parents in the district. A minimum of a 20 percent response is required. CDE specifies the minimum questions that must be addressed in the parent input meeting and provides a survey for use by the district. Like the VR, the SESR requires a monitoring plan. The monitoring plan is reviewed and approved by CDE before the district begins the SESR monitoring activities. Parent input issues are also entered into the SESR software and store in the SESR data base.

Procedural Safeguards and Referral Services (PSRS). Provides technical assistance information and resources for parents, school districts, advocates, agencies and others of procedural safeguards regarding students between ages 3 and 21 with disabilities and their educational rights. PSRS receives over 10,000 calls each year. These calls are logged into a database.

Parent Support Organizations. CDE works closely with several types of parent support organizations: Parent Training and Information Centers (PTIs, Family Empowerment Centers (FECs), and Family Resource Centers (FRCs). The PTIs are parent-directed, non-profit 501(c)(3) organizations funded by the U.S. Department of Education as well as private sources. Authorized by the Individuals with Disabilities Education Act (IDEA), PTIs are funded to assist parents to: understand special education laws, rights, and responsibilities; understand their child's disability; provide follow-up support; communicate with special educators; participate in IEP decision making and obtain information about a range of options, programs and services. The Family Empowerment Centers are authorized in the California Education Code and provide services focusing on families whose children are from the ages of 3 to 22; serve families of children with all disabilities; and prepare families to partner with professionals in obtaining an appropriate education for children with disabilities. Staff of the PTIs and FECs participate in all state-level planning, workgroups and initiatives. CDE regularly solicits information at the state level and often solicits information at the individual district level to verify potential monitoring concerns. The FRCs are funded by the Department of Developmental Services for Early Start parent services. Families of infants and toddlers, birth to 36 months at risk of or with developmental delays and disabilities, receive parent-to-parent support from Early Start Family Resource Centers and Networks.

While CDE collects a great deal of parent information, it is problem-oriented – designed to identify issues and concerns – not oriented to identify district successes with parent involvement.

For 2005-06, CDE will be adding a question to the surveys used in reviews to be able to collect information about the number of parents who report that schools facilitated parent involvement to improve services and results for children with disabilities. The question will be added to the existing surveys and will be assessed using a five point Likert-scale. This method will reach approximately one quarter of the LEAs in the state each year. LEAs will be required to send a survey to all parents in the district. A minimum of a percent response rate will be required. As in previous SESR processes, these data will be incorporated into the monitoring plans and the SESR database.

For 2006-07, CDE will work with the National Center on Special Education Accountability Monitoring (NCSEAM), parent organizations in California, and state and local district personnel to incorporate appropriate elements of the Part B Parent/Family Involvement measures into the SESR surveys in order to add to the existing, problem-oriented data. This work will be conducted in 2005-06 for utilization in 2006-07.

Table 8a

California's Parent Survey, 2004-05
(Available in English and Spanish)

1	What special education service(s) does your child get: (Please circle all that apply)	Speech	Adaptive PE	Resource	Special Day Class	Other		
2	Were the reasons for your child being placed into Special Education explained to you so that you understood?					Y	N	DK
3	Do you participate in an Individualized Education Program (IEP) meeting at least once a year?					Y	N	DK
4	If your child is a baby to three years of age, is your child's Individualized Family Service Plan (IFSP) gone over with you at least every six months?					Y	N	DK
5	Did a regular education teacher participate in your child's IEP meeting?					Y	N	DK
6	Was the information you provided about your child included when planning and writing his or her IEP?					Y	N	DK
7	Were your concerns about your child talked about and put into the IEP?					Y	N	DK
8	If your child is age **14 years or older**, did the IEP team discuss transition services (e.g., career interests, employment, high school classes) during the IEP meeting?					Y	N	DK
9	At your child's IEP meeting, did the team discuss your child's services in terms of it being in the least restrictive environment (e.g., general education classroom, resource, special day class)?					Y	N	DK
10	Are your child's teacher(s) aware of his or her learning needs?					Y	N	DK

11	Does the school district provide the support that your child needs to learn and progress in school, as it is written in the IEP?	Y	N	DK
12	Does your child participate in all school activities (e.g., assemblies, after school activities and field trips)?	Y	N	DK
13	At your child's IEP meeting, did the IEP team talk about how your child would participate in state and district testing?	Y	N	DK
14	Is your child making progress in school: is he or she making progress as written in his or her IEP goals or IFSP outcomes?	Y	N	DK
15	Do you get routine reports on how he or she is meeting their IEP goals or IFSP outcomes?	Y	N	DK
16	Is your child getting the number and amount of services that are listed on his or her IEP or IFSP (e.g., speech two times a week for 30 minutes)?	Y	N	DK
17	Did you receive a copy of your parental rights (procedural safeguards) and did someone offer to explain your rights to you?	Y	N	DK
If you don't speak English at home, is your child learning English at school? If yes, answer questions 18-22				
18	Does your child's IEP talk about your child's need to learn English?	Y	N	DK
19	As an English learner, does your child receive support to progress in speaking English?	Y	N	DK
20	Is your child getting the support in special education classes that he or she needs to learn other subjects like math or science?	Y	N	DK
21	If you speak a language other than English, do you get information from the school in your language?	Y	N	DK
22	At your child's IEP meeting, do they interpret all of the information you need to know about your child in your language?	Y	N	DK

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Discussion of Baseline Data:

As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Improvement Activities/Timelines/Resources:

Future Development		
Add survey question to parent input surveys for Special Education Self Reviews, Verification Reviews, and Nonpublic School Reviews	January 2006	CDE staff and contractors
Meet with National Center on Special Education Accountability Monitoring (NCSEAM) and parent organizations (Parent Training and Information Centers (PTIs) and Family Empowerment Centers (FECs)) to develop instrument for use in 2006-07	June 2007	CDE staff, NCSEAM, contractors, PTIs, and FEC's
Incorporate updated family survey into all monitoring processes.	September 2007	CDE staff and contractors

Monitoring & Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS).	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force.	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff

Part B State Performance Plan (SPP) for 2005-2010

Indicator #9 – Disproportionality Overall

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator – Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by number of districts in the State times 100.

Overview of Issue/Description of System or Process:

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan, 2) Special Education Self Review (SESR), 3) Complaints Management, and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to disproportionality (and other performance data) when monitoring districts. In previous years, when a district was undergoing a review, and its disproportionality measure was both above the annual benchmark and above the disproportionality for the previous year, it was required to review all policies and practices to determine if assessment and placement decisions were race neutral.

When it was determined that the LEA had policies or practices that lead to inappropriate assessment or placement decisions, the LEA was required to describe the changes it intended to make and provide evidence of having done so. If an LEA found that a disparity continued to exist even when following good practices, it must describe the circumstances to the state. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. As part of the QAP, CDE will continue this process during future reviews.

For each district, California calculates a race-neutral measure labeled the Disparity Index as part of the QAP. Specifically, the number of K-12 students in special education within each ethnic category is divided by the total number of all K-12 students in that category. The index is simply the range between the lowest and the highest group percentages. The underlying concept is that if the identification process is race neutral, the disparity index will be relatively low. The

state has set a system of decreasing annual benchmarks leading to a maximum disparity of 5 points by 2011-12.

In future years, California will combine the disparity measure with a composition index in a race neutral approach to identifying which districts are disproportionate. The first test is to identify those districts that have a disparity that is higher than the annual benchmark. The second test, based on the composition index, looks at the proportion of each ethnic enrollment in special education in a district. For each ethnic category, this proportion is compared to the proportion of that group in the entire kindergarten through 12th grade (K-12) population of the district. When the proportion receiving special education for any ethnic category is more than 20 percent higher than its proportion in K-12 AND the district has higher disparity using the disparity test, the district is identified as disproportionate.

The mere fact that enrollment data identify a district as disproportionate does not reveal if the disproportionality is related to inappropriate identification. In a state the size of California, it is not feasible to examine each and every record of individual students in a particular group to determine if an appropriate identification decision has been reached for each child. By examining the relative proportions within LEAs, the state can make rational decisions about where to focus its efforts to achieve results for all children. California will focus its efforts on the districts identified as disproportionate through the QAP.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Baseline Data for FFY 2004 (2004-05):

As a new SPP indicator, baseline data do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

Discussion of Baseline Data:

As a new SPP indicator, baseline data do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

Improvement Activities/Timelines/Resources:

All monitoring processes require review of multiple data sources for development of a monitoring plan. The SED will continue using data specific to disproportionality (and other performance data) when monitoring districts. When disproportion is evident, policies and practices and procedures will be reviewed and revised by the LEA and approved by the CDE. All districts with disproportionate representation will receive a California Special Education Management Information System (CASEMIS) non-compliance notification.

Districts undergoing a QAP review will address the issue of disproportion during the review process. Districts not undergoing a formal review will be required to respond in writing to CDE outlining the results of their review of policies and practices. Where policies or practices are found to lead to misidentification, the district must demonstrate how those policies or practices have been changed, staff have been notified, and new policies/practices were implemented.

California will participate in national discussions about disproportionality and attend conferences and other meetings related to this issue. SED will request technical assistance and/or support from the National Center for Culturally

Responsive Educational Systems (NCCRESt), the Western Regional Resource Center (WRRC), and other technical assistance providers when appropriate.

The SED will continue analyze CASEMIS data and collaborate with colleagues to foster a greater understanding of the issue and strategies to effectively teach all students. During the 2006-07 school year, California will survey LEAs in order to identify promising practices for reducing disproportionality and increasing student achievement.

Part B State Performance Plan (SPP) for 2005-2010

Indicator #10 – Disproportionality Disability

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by number of districts in the State times 100

Overview of Issue/Description of System or Process:

California's Quality Assurance Process (QAP) is a statewide special education district-level review that focuses on both compliance and educational benefit. The QAP process allows review of all local educational agencies (LEA) in California through its four balanced components: 1) Local Plan, 2) Special Education Self Review (SESR), 3) Complaints Management, and 4) Focused Monitoring. All monitoring processes require review of multiple data sources for development of a monitoring plan. The Special Education Division (SED) uses data specific to disproportionality (and other performance data) when monitoring districts. In previous years, when a district was undergoing a review, and its disproportionality measure was both above the annual benchmark and above the disproportionality for the previous year, it was required to review all policies and practices to determine if assessment and placement decisions were race neutral. When it was determined that the LEA had policies or practices that lead to inappropriate assessment or placement decisions, the LEA was required to describe the changes it intended to make and provide evidence of having done so. If an LEA found that a disparity continued to exist even when following good practices, it must describe the circumstances to the state. The state will continue to provide technical assistance to LEAs in this area and impose sanctions if an LEA refuses to make necessary changes. As part of the QAP, CDE will continue this process during future reviews.

When aggregated into ethnic by disability categories, the cell numbers for most districts become too small for meaningful analyses. The figures can, however, be useful in helping LEAs and the state focus on specific identification practices for

individual groups. To that end, in 2007 the state will make available district-level composition indices and will require LEAs identified as disproportionate to show how they used this information to modify policies and procedures when that is required. In addition, California will use these data as part of the ongoing education and technical assistance provided in the area of disproportionality.
In future years, California will calculate composition indices for each of thirty cells based on the distributions of students in five ethnic categories and six disability categories. Students in the following six disability categories will be included: mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. Using enrollment data from 2005-06 and 2006-07, the state will set a threshold for disproportionality based on the number of cells in which the percentage of students is more than 20 percent above what would be expected based on the percent of that ethnic group among the population of students receiving special education or services.

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline data do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007. These baseline data must reflect the 2005-06 school year.

Discussion of Baseline Data:

The mere fact that enrollment data identify a district as disproportionate does not reveal if the disproportionality is related to inappropriate identification. In a state the size of California, it is not feasible to examine all individual students in a particular group to determine if an appropriate identification decision has been reached for each child. By examining the relative proportions within LEAs, the state can make some rational decisions about where to focus its efforts to achieve results for all children. California will focus its efforts on the districts identified as disproportionate.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Improvement Activities/Timelines/Resources:

Analyses of statewide data confirm that African American students in California have a much higher risk of being found eligible for special education and are then more likely to be educated in more restrictive settings than are students in other ethnic categories. The established LEA policies and procedures for eligibility identification and educational environment assignment do not overtly prescribe race-based decisions about students. The state recognizes that factors contributing to disproportionality are not mitigated merely by establishing race neutral policies and is engaged in educating the educators about the disproportionality issues and finding ways to ensure that all of the children who are entitled to special education will receive it. California is working to ensure that students who need assistance prior to an eligibility determination will receive help through the regular education system. The state supports and encourages training for staff in using data to help in discovering practices that lead to misidentifying students. California also provides technical assistance in early intervention strategies.

All monitoring processes require review of multiple data sources for development of a monitoring plan. The SED will continue using data specific to disproportionality (and other performance data) when monitoring districts. California will participate in national discussions about disproportionality and attend conferences and other meetings related to this issue. SED will request technical assistance and/or support from the National Center for Culturally Responsive Educational Systems (NCCRESt), the Western Regional Resource Center (WRRC), and other technical assistance providers when appropriate.

During 2005-06, CDE will develop methods and criteria for identifying when disproportion is related to inappropriate identification in ways that respect the integrity of Individualized Education Program (IEP) team decisions.

California will continue to participate in national discussions about disproportionality and attend conferences and other meetings related to this issue. SED will requests technical assistance and/or support from National Center for Culturally Responsive Educational Systems (NCCRESt), the Western Regional Resource Center (WRRC), and other technical assistance providers when appropriate.

The SED will continue to encourage analyses of CASEMIS data and collaboration with colleagues to foster a greater understanding of the issue and strategies to effectively teach all students in the least restrictive environment. During the 2006-07 school year, California will continue with a survey of LEAs in order to identify promising practices for reducing disproportionality and increasing student achievement.

Part B State Performance Plan (SPP) for 2005-2010
Indicator #11 – Eligibility Evaluation

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/ Child Find

Indicator – Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days. (20 U.S.C. 1416(a)(3)(B))

Measurement:

A) Number of children for whom parental consent to evaluate was received.
B) Number of children (for whom parental consent to evaluate was received) determined not eligible whose evaluations and eligibility determinations were completed within 60 days.
C) Number of children (for whom parental consent to evaluate was received) determined eligible whose evaluations and eligibility determinations were completed within 60 days.

Overview of Issue/Description of System or Process:

Local educational agencies (LEA) in California have a legal responsibility to conduct evaluations within 60-days beginning in the 2005-06 school year. Previously, California's timeline was 45-days. Bi-annual California Special Education Management Information System (CASEMIS) training sessions address this issue as well as monitoring.

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline data do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007.

Discussion of Baseline Data:

As a new SPP indicator, baseline data do not need to be provided until the FFY 2005 Annual Performance Report (APR) that is due no later than February 1, 2007.

During the 2004-05 school year, the Special Education Division (SED) continued critical work with the Key Performance Indicator Stakeholder Committee (KPISC) and LEAs to capture additional data to assist the state and LEAs with program improvement and monitoring for students with disabilities. As a result, there are

currently proposed changes to the 2006-07 CASEMIS, the individual student-level data collection for students with disabilities, to capture new data elements required under SPP, APR, and Section 618 of the reauthorized Individuals with Disabilities Education Act of 2004 (IDEA).

Beginning in 2006-07, these data elements will be included in CASEMIS. The 2006-07 school year will be the first year these data are collected through CASEMIS and it is imperative to recognize that reliable data may not be available until at least two years after this initial data collection year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2006 (2006-2007)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2007 (2007-2008)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2008 (2008-2009)	Eligibility determinations will be completed within 60 days 100 percent of children for who parental consent to evaluate was received.
2009 (2009-2010)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.
2010 (2010-2011)	Eligibility determinations will be completed within 60 days for 100 percent of children for who parental consent to evaluate was received.

Improvement Activities/Timelines/Resources:

This indicator will be monitored at part of the focused monitoring process.

Future activities include addressing the child find requirements in bi-annual CASEMIS training sessions with SELPAs and LEAs. This will improve the reliability and accuracy of data reported to CDE and will draw the attention of the LEAs to focus on their legal responsibility to conduct evaluations within 60 days. The CDE and SELPA staffs jointly determine the content and scope of these bi-annual training sessions.

This new data requirement requires extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. The CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection.

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Provide statewide CASEMIS training for SELPAs.	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Finalize new child find data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff
Modify validation codes and develop prototype reports	Spring 2006	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Official deployment of CASEMIS software	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs.	Each year in the fall and sometimes spring	CDE Staff, SELPA, LEAs
Monitoring & Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff

Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the Individualized Education Program (IEP) Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff

Part B State Performance Plan (SPP) for 2005-2010

Indicator #12 Part C to Part B Transition

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator #12 – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.

Measurement:

a. Number of children who have been served in Part C and referred to Part B for eligibility determination.

b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.

c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.

Account for children included in a, but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a – b times 100.

Overview of Issue/Description of System or Process:

It is the policy of the State of California that each local educational agency (LEA), special education local plan area (SELPA), or county office of education (COE) shall ensure that each child participating in early childhood special education services pursuant to this chapter, and who will participate in preschool programs under Part B of the Individuals with Disabilities Education Act (IDEA), experiences a smooth and effective transition to those preschool programs (30 *Education Code(EC)* 56426.9(a)). California laws and regulations are very clear about processes to support transition of children and families from services under IDEA Part C to services under Part B of IDEA (17 CCR 52112). Beginning at two years, six months, the family's service coordinator is responsible for contacting both the family and LEA to notify them of the need to conduct an Individualized Family Service Plan (IFSP) meeting to plan for transition of the child to services under Part B. This IFSP meeting must be held before the child is two years, nine months of age and may be conducted as early as six months before the child's

third birthday. LEA representatives are required to participate in transition planning meetings. The transition matters to be discussed, to be recorded in the IFSP, and to be carried out are specified in regulation. California law is also clear that "by the third birthday of a child… [who may be eligible for services under Part B of IDEA], [the LEA shall] ensure that an individualized education program … has been developed and is being implemented for the child consistent with a free appropriate public education (FAPE) for children beginning at three years of age" (30 *EC* 56426.9(b)). The State of California provides funds for parent-to-parent support, including transition assistance through the Family Resource Centers (IDEA Part C) and Family Empowerment Centers (IDEA Part B).

Data for this indicator are collected by two different agencies in the State of California. Information regarding children served under IDEA Part C is collected by the Department of Developmental Services (DDS), which is the lead agency for IDEA Part C. Data regarding children served in IDEA Part B is maintained by the California Department of Education (CDE) through the California Special Education Management Information System (CASEMIS). The exchange of child find information with IDEA Part C was a major break through in the ability of both agencies to assess the effectiveness of transition to IDEA Part B. This was facilitated by the federal Office of Special Education Program's (OSEP) response to CDE's Annual Performance Report (APR) for 2002-03. Both CDE and DDS are committed to work together to improve coordination and facilitate service delivery to young children with disabilities and their families. There are difficulties in interpreting the data from IDEA Part C: 1) names do not always match across systems; 2) the data provided does not include a referral date to IDEA Part B; and 3) without a clear indication of who was referred, DDS and CDE must use other means to determine might be potentially eligible for IDEA Part B. The most recent data available from IDEA Part C are data from 2003-04. An initial assumption was that a data set of children served in IDEA Part C who were identified as having a developmental disability, combined with information in CASEMIS about infants and toddlers who are blind, deaf, deaf blind, and orthopedically impaired in IDEA Part C, would be the best estimate of who would be potentially eligible for IDEA Part B. Initial matching of the complete data sets indicated that a significant number of matches beyond those children identified as having a developmental disability. As a result, data reported in Tables 12a and 12b include all young children in both IDEA Part C and IDEA Part B data sets. DDS has indicated that they are adding a referral date to IDEA Part B data element in the 2005-06 program year. CASEMIS is adding a referral date element in 2006-07. This will improve data collection for 2005-06 and 2006-07.

<u>Level at which local data will be reported</u>. There are approximately 1,100 LEAs in the state of California. They vary in size from one-room schoolhouses to very large districts in cities like Los Angeles, San Francisco, and San Diego. CDE's experience with calculating Key Performance Indicators (KPIs) is that there are many districts with such a small population that the calculation of a percentage is meaningless. This is even more difficult when calculating percentages for preschool age children as they are so much less populous than the group of students who are 6-21 years of age. In addition, not every program serves the

same population of students. Within the special education local planning area (SELPA) structure, one district may serve all of the severely involved students, another may serve blind students, and a third may serve students with autism. Comparing districts that serve different populations is not very useful. As a result, CDE is planning to calculate and report outcome data at the SELPA level, as SELPAs are of sufficient size to generate a meaningful statistic and SELPA to SELPA comparisons are more meaningful to the overall preschool population.

Baseline Data for FFY 2004 (2004-2005):

Table 12a depicts the number and percent of children served in Part C who turned 3 years of age in 2003-04 and who entered Part B before their 3rd birthday.

Table 12a

Part C to Part B Transition in California, 2003-04

Part C population (turn three in 2003-04)	**Total Number in Part C data set**	**Match with CASEMIS (June 2004)**	**Entered Part B before third Birthday**	**Percent entered before third Birthday**
Developmentally Disabled	2,076	1,886	1,281	67.92
All Others	10,691	4,513	3,000	66.47
Total	12,767	6,399	4,281	66.90

The following table depicts the range in days beyond the third birthday when children served in IDEA Part C entered IDEA Part B.

Of the data required for the calculation as described above, there is insufficient data available to make the required calculations. The chart below depicts when data will become available.

Table 12c

California's Plan to Obtain Part C to B IDEA Transition Data

Required Data	Number served in Part C and referred to Part B for eligibility determination	Number referred determined to be NOT eligible and whose	Number found eligible who have an IEP developed and implemented	Percent of children referred by Part C prior to age three, who are found

		eligibilities were determined prior to their third birthdays	by their third birthdays	eligible for Part B, and who have an IEP developed and implemented by their third birthdays
Data Availability	Information available in 2005-06 from DDS	Information available in 2006-07 in CASEMIS	Currently available for 2003-04 through data table match.	Calculation will be possible for 2006-07

Discussion of Baseline Data:

Data presented does not have the precision needed to fulfill the requirements as outlined in the SPP indicators. First, there is no information from Part C about which of the children were referred to Part B. Second, there is no information about which children were referred, assessed, and found not eligible by their third birthday. Sixty-six percent of the three-year olds in the IDEA Part C database entered IDEA Part B by their third birthday. After 90 days, the percentage increased to 97 percent of those matched between the databases.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays.
2006 **(2006-2007)**	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2007 **(2007-2008)**	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2008 **(2008-2009)**	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP

	developed and implemented by their third birthdays
2009 **(2009-2010)**	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays
2010 **(2010-2011)**	100 percent of children referred by IDEA Part C prior to age three and who are found eligible for IDEA Part B will have an IEP developed and implemented by their third birthdays

Improvement Activities/Timelines/Resources:

The following improvement activities describe CDE's commitment to review and monitor all referrals from IDEA Part C to IDEA Part B. The CDE staff will meet with DDS staff to review IDEA Part C to IDEA Part B referrals by regional center and by LEA to identify issues for monitoring and follow-up. Not only will the agencies send out renewed information about transition requirements, but will develop and implement corrective plans for LEAs who fail to participate in transition activities and implement IEPs by the child's third birthday.

Activity	Timeline	Resources
Meet with Part C staff to review data by Special Education Local Plan Area (SELPA), LEA and Regional Center.	By January 1, 2006	Part B and C staff
Prepare general mailing regarding the status, policies and procedures and resources available related to transition.	By January 1, 2006	Part B and C staff and resources
Explore development of a joint letter to SELPAs, LEAs, and/or Regional Center where rates are low.	By January 1, 2006	Part B and C staff and resources
Conduct follow-up teleconferences and/or site visits to assess compliance and provide technical assistance.	By April 1, 2006	Part B and C staff and resources
Prepare and follow-up on corrective	By June 30, 2006	Part B and C staff

action plans as required		and resources
Meet annually to plan for monitoring and technical assistance activities related to transition from Part C to Part B, based on Annual Performance Report data.	2006 - 07 through 2010-11	Part B and C staff and resources
Monitoring & Stakeholder Meetings		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 - June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment, Key Performance Indicator Stakeholder Committee (KPISC), and the IEP Task Force	Semi-annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff

Part B State Performance Plan (SPP) for 2005-2010

Indicator #13 – Secondary Transition Goals and Services

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective Supervision Part B/Effective Transition

Indicator – Percent of youth aged 16 and above with an Individualized Education Program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. (20 U.S.C. 1416(a)(3)(B))

Measurement:

Number of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by the number of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

Secondary transition has been a goal under the Quality Assurance Process (QAP). In addition, the state is focused on this issue through an Interagency Transition Stakeholders Group (Community of Practice) that was launched during the 2004-05 school year in collaboration with the National Association of State Directors of Special Education (NASDSE). The Community of Practice (CoP) will periodically convene over the next six years to identify barriers, solutions, and untapped resources and to collect data demonstrating what works and how to replicate successful strategies. Multiple agencies such as the Department of Rehabilitation Services (DRS), Department of Social Services (DSS), and the Employment Development Department (EDD) may be involved with this interagency work. One barrier to this type of work, specifically sharing student-level data across agencies, has been the Family Education Rights and Privacy Act (FERPA).

Baseline Data for FFY 2004 (2004-2005):

95.7 percent of students age 15 or above were reported as having transition services language in their IEPs.

As stated in the 2003-04 Annual Performance Report (APR), CDE has been working to capture additional data about secondary transition services and the baseline data reported here represent the first year of data collection for this variable. The measure for this indicator will change beginning with the 2006-07 school year.

Discussion of Baseline Data:

During the 2003-04 school year the Special Education Division (SED) worked with the Key Performance Indicator (KPI) Stakeholder Advisory group and local educational agencies (LEA) to modify the primary data collection, the California Special Education Management System (CASEMIS) for students with disabilities in the state, to capture additional secondary transition data. The 2004-05 school year represents the first year these data were collected and it is imperative to recognize that reliable data may not be available until at least two years after this initial data collection year. The 2004-05 baseline data provided in this document indicate the percent of students aged 15 or above with transition services language in the IEP. The 2005-06 data will report on the same data field but for students 16 or older, consistent with the Individuals with Disabilities Education Act 2004 (IDEA).

During the 2004-05 school year, SED continued critical work with the KPI Stakeholder Advisory Committee and LEAs to capture additional data specific to secondary transition. As a result, there are currently proposals for the 2006-07 school year to modify existing data fields to capture specific secondary transition goals identified in statute (614 (d)(1)(A)(i)(VIII)(aa)) as well as secondary transition services.

These new data elements will assist the state and LEAs with program improvement and monitoring.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	One hundred percent of students age 16 or above will have transition services language in the IEP.
2006 (2006-2007)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2007 (2007-2008)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

2008 (2008-2009)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2009 (2009-2010)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
2010 (2010-2011)	One hundred percent of youth aged 16 and above with an IEP will have annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

Improvement Activities/Timelines/Resources:

Future activities include establishing a Transition List Service (in 2005-06) and a web page with links and resources and a Clearinghouse to share information. The CoP was launched during the 2004-05 school year in collaboration with the NASDSE. The CoP will periodically convene over the next six years to identify barriers, solutions, and untapped resources and to collect data demonstrating what works and how to replicate successful strategies. Multiple agencies such as DRS, DSS, and EDD may be involved with this interagency work. One barrier to this type of work, specifically sharing student-level data across agencies has been FERPA. This work will continue through the SPP cycle.

As one part of coordinated secondary transition efforts, the data collection process from the State's model WorkAbility Program will be merged into CASEMIS. It is proposed that this phase-in begins during the 2006-07 school year. In addition, CDE will continue to work with the State WorkAbility Advisory Committee to develop programs and secondary transition services to assist students with disabilities in their preparation for the workforce and living independently. CDE staff will continue to meet with other agencies such as the DRS and EDD to develop an interagency transition evaluation model. These interagency efforts will continue through the cycle of the SPP. As mentioned before, one barrier to this type of work has been the FERPA.

In May 2005, the California State Board of Education adopted Career-Technical Education standards and a model curriculum framework that incorporates the input of various post-secondary stakeholder groups with elements of transition services for all students including those with disabilities.

This new data requirement requires extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. CDE staff will provide

extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection.

IMPROVEMENTACTIVITIES	TIMELINES	RESOURCES
Finalize secondary transition data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff
Modify validation codes and develop prototype reports	Spring 2005	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Official deployment of CASEMIS software	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs.	Each year in the fall and sometimes spring	CDE Staff, SELPA, LEAs
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	October 2005 to June 30, 2010	CDE staff and contractors
Conduct analysis and prepare plans for Annual Performance Reports.	July 1, 2005 to June 30, 2011	CDE Staff

Follow up CASEMIS letter related to transition service language data.	December 30, 2005	CDE Staff
Provide regionalized training and technical assistance regarding transition services language in the IEP.	June 30, 2006 October, November 2005 March, April, May 2006	CDE staff Workability I staff
Utilize transition data in the Workability I grant procedures to ensure programs include the provision of transition services.	December 30, 2005	CDE Staff
Utilize transition data for the Workability I reapplication funding process.	December 30, 2005	CDE Staff
Utilize statewide community of practice for collaborative efforts related to transition services across multiple agencies (DOR, EDD, SILC, parents & consumers).	June 30, 2006	CDE staff

Part B State Performance Plan (SPP) for 2005-2010

Indicator #14 - Post-school

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective Supervision Part B/Effective Transition

Indicator #14 – Percent of youth who had Individualized Education Programs (IEP), are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = number of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by number of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

California's model WorkAbility Program has been the primary source for post-school data for students with disabilities. This State Performance Plan indicator requires that post-school information be collected for all students who received special education services. During the summer months of 2005, the Special Education Division (SED) worked with special education local plan areas (SELPA) and local educational agencies (LEA) to determine strategies to meet this data requirement. As a result, the 2006-07 CASEMIS data fields have been modified to capture the required post-school activities in statute (20 U.S.C. 1416(a)(3)(B)). One barrier to this type of work, specifically sharing student-level data across agencies has been the Family Education Rights and Privacy Act (FERPA).

Baseline Data for FFY 2004 (2004-2005):

As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007. These baseline data must reflect the 2005-06 school year.

Discussion of Baseline Data:

As a new SPP indicator, baseline data and targets do not need to be provided until the Annual Performance Report (APR) that is due no later than February 1, 2007. These baseline data must reflect the 2005-06 school year.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided until the APR that is due no later than February 1, 2007.

Improvement Activities/Timelines/Resources:

California currently does not collect post-school outcome data for **all** students who received special education services. As one part of coordinated secondary transition efforts, the data collection process from the State's model WorkAbility Program will be merged into California Special Education Management Information System (CASEMIS). It is proposed that this phase-in begins during the 2006-07 school year. In addition, the California Department of Education (CDE) will continue to work with the State WorkAbility Advisory Committee to develop programs and secondary transition services to assist students with disabilities in their preparation for the workforce and living independently. CDE staff will continue to meet with other agencies such as DRS and EDD to develop an interagency transition evaluation model. These interagency efforts will

continue through the cycle of the SPP. As mentioned before, one barrier to this type of work has been the FERPA.

This new data collection burden requires that CDE modify the existing data collection system for students with disabilities beyond school. During the 2006-07 school year CASEMIS will include data fields to address this new indicator. LEA's will report these data to CDE through CASEMIS yearly on students who left high school the previous school year. Each Lea will determine the method of data collection (for example, who collects the data: for example – special education teacher, LEA staff, university, contractor, etc.). These data will be used for SPP and APR reporting purposes. Targets will be set during the 2005-06 meetings of the Key Performance Indicator Stakeholder Committee (KPISC). The bi-annual CASEMIS training sessions with SELPAs and LEAs will focus on this SPP indicator. During these training sessions CDE will address strategies to increase response rates. Paid employment will constitute competitive employment. During the 2005-06 school year CDE will work with LEAs and SELPAs to modify exiting data systems and train program staff to maximize the likelihood that reliable and accurate data are reported to CDE.

This new data requirement requires extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection.

IMPROVEMENT ACTIVITIES	**TIMELINES**	**RESOURCES**
Finalize new post school follow-up data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes	Fall 2005	CDE staff
Modify validation codes and develop prototype reports	Spring 2005	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Establish benchmarks and target with statewide Key Performance Indicator Stakeholder Committee	March 2006 November 2006	CDE staff, parents, advocates, professional organizations and administrator groups
Official deployment of CASEMIS software	October 2006	CDE staff

Provide ongoing technical assistance to ensure reliable and accurate submission of data	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs	Each year in the fall and sometimes spring	CDE Staff, SELPA, LEAs
Monitoring, Stakeholder Meetings, & Selected Special Projects		
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance, CDE staff
Explore web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Collaborate with CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey (APS) and District Assistance Survey (DAS)	Ongoing	CDE staff and contractors
Conduct analysis and prepare plans for APRs	July 1, 2005 - June 30, 2011	CDE Staff
Convene Stakeholder Groups including the Least Restrictive Environment (LRE), KPISC, and the IEP Task Force	Semi annually or more frequent when needed	Representatives including administrative, and/or professional organizations, Parent Training Information Center (PTI), parent leader representatives, & CDE staff
Follow up CASEMIS letter related to transition service language data	December 30, 2005	CDE Staff

Provide regionalized training and technical assistance regarding transition services language in the IEP	June 30, 2006 October, November 2005 March, April, May 2006	CDE staff Workability I staff
The Workability I grant procedures utilize transition data to ensure programs include the provision of transition services	December 30, 2005	CDE Staff
Utilize transition data for the Workability I reapplication funding process.	November 30, 2005	CDE Staff
Utilize statewide community of practice for collaborative efforts related to transition services (DOR, EDD, SILC, parents & consumers)	June 30, 2006	CDE staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside Contractor subject to approval by the Department of Finance

Part B State Performance Plan (SPP) for 2005-2010

Indicator #15 – General Supervision

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator #15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B)).

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

a. Number of findings of noncompliance made related to monitoring priority areas and indicators.
b. Number of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

a. Number of findings of noncompliance made related to such areas.
b. Number of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within

one year of identification:

a. Number of agencies in which noncompliance was identified through other mechanisms.
b. Number of findings of noncompliance made.
c. Number of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

A. MONITORING PROCESSES

The California Department of Education (CDE) is responsible for ensuring that all children with disabilities, ages 3-21, receive a free appropriate public education (FAPE) in the Least Restrictive Environment (LRE) in accordance with the Individuals with Disabilities Education Act (IDEA). To do this, the CDE administers state and federal funds; provides technical assistance; and monitors school districts, county offices of education (COE), special education local plan areas (SELPA) and other public education agencies.

Quality Assurance Process. Since 1999, the Special Education Division (SED) has used multiple methods to carry out its monitoring responsibilities. These monitoring activities are part of an overall Quality Assurance Process (QAP) designed to ensure that procedural guarantees of the law are followed and that programs and services result in educational benefits.

Special Education Goals and Key Performance Indicators (KPIs). Under IDEA, the CDE is responsible for establishing statewide goals and indicators to be used to measure progress toward those goals. To do this the CDE convened a comprehensive stakeholder group of parents, advocates, special education staff, professional organizations, and administrator groups. This KPI Stakeholder Group established and maintains the system of Key Performance Indicators (KPIs). CDE has developed measures for most of the KPIs using data collected through the California Special Education Management Information System (CASEMIS) and other CDE data related to general education. These measures include such things as the percentage of students who are served in special education, ethnic disproportionality in special education, the percent of time that students are served outside of a regular classroom, graduation and dropout rates, and the percentage of students receiving special education services who score proficient or above on statewide tests of academic achievement.

The KPI measures are calculated annually at the district level and published on the CDE Web site. The measures are benchmarked, which allows for comparison of scores to a statewide expectation; for capturing the direction of change; and for comparing districts of similar type (elementary, high school, and unified). These KPIs are used in several ways. First, they are used to select districts for monitoring reviews. Both the Facilitated Review process and the Verification Review process use KPIs to identify the pool of possible districts. Second, the KPIs are used in all monitoring reviews to "focus" review activities on those areas in which the district is below the benchmark expectation and has a KPI value lower than the prior year.

Types of Monitoring Reviews. It is important to recognize that CDE uses all of its QAP activities to monitor for procedural compliance and educational benefit. Some are general activities, such as data collection, investigating compliance complaints, and reviewing local plans, that are used to monitor trends and issues. Annual and periodic analysis of the information obtained through these activities is used to identify potential noncompliance and to require correction. For example, CDE uses CASEMIS data to identify districts that are not completing annual reviews of individualized educational programs (IEPs) in a timely way. Periodic review of the number of complaints to a district may prompt a special visit or review. Other monitoring activities are more formalized and result in monitoring reports, corrective action plans, and follow-up monitoring visits. There are four types of these more formal reviews:

1) Facilitated District Reviews. These are three-year reviews of districts with the lowest overall KPIs. These reviews begin with a Verification Review to address procedural noncompliance and proceed with site- and district-based intervention to improve student outcomes and LRE.

2) Verification Reviews (VR). These are conducted annually for districts whose KPIs are lowest in the selection priorities established by the KPI Stakeholder Group. For the past several years these selection priorities have focused on Standardized Testing and Reporting (STAR) testing outcomes for students with disabilities and the percent of students served outside of the regular class less than 20 percent or more than 80 percent of the time. The VR is based on a monitoring plan that is developed from parent input meetings, KPI data, and compliance history information. The four primary review activities are: student record reviews (focusing on procedural compliance, educational benefit, and Individualized Education Program (IEP) implementation); policy and procedure reviews; interviews; and a SELPA governance review. Each VR is customized based on its monitoring plan through the use of CDE-developed monitoring software that generates customized review protocols, compliance reports, and corrective action plans. CDE staff in partnership with district staff conducts VRs.

3) Special Education Self Reviews (SESR). Roughly a quarter of the districts are required to conduct SESRs each year. Coordinated through the SELPA of which the district is a part, SESR is conducted primarily by district staff using CDE-furnished software and directions. As is done for VR, each district prepares a monitoring plan based on parent input, KPI data, and its compliance history. The monitoring plan is submitted to CDE for review and approval before the actual review begins. CDE has provided SESR software that produces customized forms, compliance reports, and corrective action plans. Again, like the VR, SESR consists of multiple types of record reviews, a review of policies and procedures, and a SELPA governance review. Each district submits the data from their software, through the SELPA to CDE for review evaluation and follow-up.

4) Nonpublic School and Agency reviews. Nonpublic schools and agencies are included in the QAP through various stages of monitoring and evaluation activities. Three of these activities include: (1) self review; (2) on-site review; and (3) follow-up review.

   a. Self-Review. The nonpublic school self review (NPSSR) is one of the several critical components in the QAP. Approximately a third of the certified nonpublic schools are selected for a review each year. This is a new activity required by a recent change in California state law (AB 1858, Statutes of 2004). A standard review instrument is accompanied by a parent survey that is sent to the nonpublic schools participating in the NPSSR. The nonpublic school principal or designee and the local educational agency (LEA) collaborate in completing the document. Nonpublic schools have 45 days to complete the report and return it to CDE.

   b. On-Site Review. As required by California state law, on-site reviews are to be conducted once every three years or more frequently if necessary. Nonpublic schools are divided into three sectors in determining the cycle in which the reviews will occur. The degree to which the CDE conducts follow-up reviews is dependent on areas in which the nonpublic school is found in compliance. The CDE involvement does not end until the nonpublic school is fully compliant or when the nonpublic school loses its certification status. Schools scheduled for an on-site review are invited to a training session at the beginning of each school year. Each school receives the evaluation instrument used to conduct the review and is navigated through the process by CDE staff. In addition to administering the evaluation instrument measuring the degree of compliance with state and federal statutes and regulations, an “education benefit” review in included during the visit. The on-site review begins with an entrance meeting, a review of documentation, and observations of teaching and learning when an

emphasis on the implementation of each student's IEP and access to the same standards-base core curriculum used by the school district in which the nonpublic school is located. On conclusion of the review, the monitoring team holds an exit interview with school staff at which time findings are made and plans to remedy any issues of noncompliance are developed. Within 60 days of the review, a written report is issued to the nonpublic school and the contracting local educational agency (LEA). Any LEA items of noncompliance are forwarded to the respective Focused Monitoring and Technical Assistance (FMTA) unit with geographical responsibility that includes LEAs that have students attending the nonpublic school.

c. Follow-up Reviews. CDE monitors the plan to ensure that progress is being made to correct areas of deficiency. This step may include additional follow-up visits to the nonpublic school. CDE staff also provides technical assistance to the nonpublic school and the LEA in this regard.

Findings, Corrective Action Plans and Follow-up. Each of the formal review processes results in findings of noncompliance at the student and district level. All findings require correction. At the student level the district must provide specified evidence of correction within a 45-day time period. At the district level, the district must provide updated policies and procedures, evidence that the new policies and procedures have been disseminated and, in a six-month follow-up review, the district must demonstrate that no new instances of noncompliance in that area have occurred. CDE has a variety of sanctions available to use in situations in which noncompliance goes uncorrected: for example, special grant conditions, withholding of funds, and court action.

B. NONCOMPLIANCE NOT INCLUDED IN MONITORING PLAN AREAS

The California Department of Education takes a very broad view of the monitoring priority areas. Monitoring software has a comprehensive item table to be drawn for each review. We do not monitor areas not included in the monitoring priorities. As a result, we have not found noncompliance outside of the monitoring priorities.

C. COMPLAINTS, DUE PROCESS AND MEDIATION

Noncompliance may be identified as a result of a complaint investigation. These findings are recorded in a complaints tracking database. CDE staff in each of the FMTA units track the correction of individual findings of noncompliance for each complaint. When sufficient evidence of correction is provided for all of the corrective actions, the complaint is closed and a closure letter is sent to both the district and the complainant(s). A third party contractor conducts due process

hearings and mediations. Due process hearings and mediations result in compliance agreements. Allegation of a failure to implement a compliance agreement results in a complaint investigation and, if confirmed, a finding of noncompliance.

Baseline Data for FFY 2004 (2004-2005):

The priority areas address all noncompliance. Noncompliance data are presented in Tables 15a and 15c.

Table 15a

Noncompliance related to monitoring priorities, 2004-05

Year	Number of noncompliance findings	Number of corrective actions due in 2004-05	Number of corrective actions completed within one year of identification	Percent of corrective actions completed within one year of identification
2003-04	4,142	4,799	4,473	93.21%
2004-05*	10,726	0	N/A	N/A

*****2004-05 figure increased from 2003-04 due to the redevelopment of SESRs

Table 15c

Noncompliance identified through other mechanisms, 2004-05

Year	Number of Agencies	Number of corrective actions due in 2004-05	Number of corrective actions completed within one year of identification	Percent of corrective actions completed within one year of identification
2004-05	200	1,769	1,563	88.35%

Discussion of Baseline Data:

Noncompliance Related to Monitoring Findings. It is important to note that monitoring reviews are conducted in April, May, and June of the program year. As a result, review findings do not always generate corrective actions that are due in the same fiscal year. For this reason, there are data from two fiscal years

in the baseline data. The 2003-04 data are provided to address the corrective actions that were due in the 2004-05 year. The 2004-05 data are provided to address the findings that were made in that year. It is also important to note that there may be more than one corrective action for each finding of noncompliance. Typically, a single finding of systemic noncompliance includes four corrective actions: provision of compliant policies and procedures, evidence of dissemination of policies and procedures, evidence of training on policies and procedures, and a list of students with parent contact information for CDE staff to use in following up and verifying correction. Each corrective action is tracked separately.

Table 15a, includes a total of 14,868 findings of noncompliance: 4,142 from 2003-04 and 10,726 from 2004-05. This jump in the number of findings is due to the fact that SESRs were reinstated in 2004-05, following a year of redevelopment. As a result, findings of noncompliance are included from an additional 233 LEAs. Of the findings made in 2003-04, there were 4,799 corrective actions due in 2004-05. Of those, 4,473 (93.21 percent) were corrected on time or within one year of identification. None of the findings made in 04-05 have yet reached a date one year from identification.

Of the corrective actions not completed within one year of identification, all have been closed except for those from two districts: Santa Monica-Malibu Unified School District (296 corrective actions) and Reef-Sunset Unified School District (8 corrective actions).

CDE has issued special conditions for both districts to receive federal funds. Both districts must submit evidence of corrective actions for all outstanding noncompliance by December 31, 2005. Failure to do so will result in a hearing and withholding of federal funds.

Noncompliance Identified Through Other Mechanisms. Table 14c, indicates that there were 200 LEAs who had findings of noncompliance identified through the complaint investigation process. It should be noted that a single complaint may result in more than one corrective action. There were 1,769 corrective actions due in 2004-05. Of those, 1,563 (88.35 percent) were corrected within one year of identification.

Since July 1, 2005, corrective actions have been completed. As of November 1, 2005, there are still 65 corrective actions from 25 agencies being aggressively monitored. Of the 25 agencies, thirteen have received notice of sanction letters.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of noncompliance will be corrected within one year of

	identification
2006 (2006-2007)	100 percent of noncompliance will be corrected within one year of identification
2007 (2007-2008)	100 percent of noncompliance will be corrected within one year of identification
2008 (2008-2009)	100 percent of noncompliance will be corrected within one year of identification
2009 (2009-2010)	100 percent of noncompliance will be corrected within one year of identification
2010 (2010-2011)	100 percent of noncompliance will be corrected within one year of identification

Improvement Activities/Timelines/Resources:

Despite the advances that CDE has made in the last years related to automating its monitoring review systems, tracking correction has continued to be based at the individual staff person's desk. That is, as evidence of correction is provided, staff assigned to those districts review the evidence and makes notations of what has been corrected. Staff then record aggregate information on a centralized database, recounting what is corrected in each reporting period. The database has been volatile and unreliable and staff has been required to reenter counts on more than one occasion. CDE is doing two things to improve staff's ability to anticipate what should be corrected and to record corrections only once. First, the ability to track correction of individual findings and corrective actions is being added to the software for both VRs and SESRs. This functionality will allow the staff person the ability to enter correction once into a database directly linked to the individual findings and corrective actions. Staff will also be able to generate a variety of reports of what has been corrected and when, as well as what is slated for correction in the upcoming weeks and months. Second, the SED has completed the first steps in securing approval for integrating the various databases in the division. This action will enable staff in different units to draw information from each other for planning and following-up on district technical assistance and correction. Further, activity to complete the integrated database is dependent on approval from outside control agencies such as the Department of Finance (DOF).

Several activities are also planned to improve the rates of correction. First, additional staff training and oversight will emphasize the importance of the

timeline of correction. Second, correspondence with districts related to monitoring and review will highlight the importance of the timelines along with information about potential sanctions that will be implemented for failure to correct in a timely way. The California State Board of Education just adopted (in 2004-05) new regulations clarifying the procedures to be used by the state Superintendent of Public Instruction to withhold funds from LEAs for failure to comply with monitoring and other findings of noncompliance.

IMPROVEMENTACTIVITIES	TIMELINES	RESOURCES
Add a corrective action Correction Module to VR and SESR software to track completed or overdue corrective actions on a daily basis	June 30, 2006	CDE Staff
Provide staff training for corrective actions, timelines, and sanctions. Incorporate notice of potential sanctions in monitoring correspondence	January 2, 2006	CDE Staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system	June 30, 2006	Outside contractor subject to approval by DOF
Explore Web-based applications for all components of the monitoring system	June 30, 2006	CDE Staff
Conduct analysis and prepare plans for Annual Performance Reports (APR)	July 1, 2007-June 30, 2011	CDE Staff

Part B State Performance Plan (SPP) for 2005-2010

Indicator #16 - Complaints

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B

Indicator #16 – Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Measurement: See Attachment 1 for additional data.
Percent = (Row 1.1(b)) + (Row 1.1(c)) divided by (Row 1.1) times 100

Overview of Issue/Description of System or Process:

To guarantee that the needs of special education students are met, the California Department of Education (CDE) responds to complaints as quickly as possible. CDE encourages resolution at the local level and throughout the compliance complaint 60-day timeline. The state-level investigation and final report is completed within 60 days of the receipt of the written complaint, unless an extension is granted due to exceptional circumstances. The complaint investigation final report contains findings of fact, conclusions and reasons for the conclusions, a timeline for resolving the problem including corrective actions as necessary.

Ensuring state and federal laws and regulations are implemented, CDE utilizes a comprehensive interactive data system to collect, monitor, and analyze alleged violations and correction. In addition to the investigators and manager regularly monitoring individual completion of complaint investigations, a designated staff person monitors the timeliness of each complaint investigation. Regularly produced reports document completion of complaint investigations within the 60-day timeline and data are also utilized for focused monitoring and technical assistance.

Baseline Data for FFY 2004 (2004-2005):

Table 16a

Complaints Data for California, 2004-05

(1) Signed, written complaints total	1,248
(1.1) Complaints with reports issued	958
(a) Reports with findings	638
(b) Reports within timeline	475
(c) Reports within extended timelines	24
(1.2) Complaints withdrawn or dismissed	260
(1.3) Complaints pending	30
(a) Complaint pending a due process hearing	0

These baseline data are also provided in section A of Attachment 1.

Discussion of Baseline Data:

Early in 2004-05, staff vacancies and increased numbers of complaints resulted in very large complaint investigation caseloads. Completion of reports within timelines dropped dramatically. SEDE immediately took steps to address these problems:

1) Complaint investigation reporting was made the highest priority,
2) All SED staff were trained to investigate complaints and write complaint reports,
3) All units were assigned to complete investigations,
4) Division staff and resources were assigned to complete investigations,
5) SED replaced positions and hired short-term investigators,
6) SED reviewed and revised complaint investigation and reporting process,
7) SED facilitated increased local resolution and alternate dispute resolution (ADR) efforts,
8) SED hired outside consultants to evaluate and assess CDE's current practices,
9) SED sought information and technical assistance from other large states, and
10) SED managers continue to review complaint caseloads and timelines at weekly meetings.

As noted above, the most recent monthly reports indicated that 100 percent of complaints were investigated and reported on time.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2006 (2006-2007)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2007 (2007-2008)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2008 (2008-2009)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2009 (2009-2010)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.
2010 (2010-2011)	100 percent of written complaints resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint.

Improvement Activities/Timelines/Resources:

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Continue refinement of final official reports that are timely, clear, and defensible.	June 30, 2006	CDE staff
Conduct outside evaluation of the Division's complaint intake, investigation, and correction monitoring and utilize recommendations as appropriate.	October 31, 2005	Outside contractor
Continue to provide ongoing training for investigators	June 30, 2006	CDE staff
Continue cross-unit activities of team complaint investigations and other monitoring activities to focus on inter-rater reliability and consistency.	June 30, 2006	CDE staff
Continue and develop ongoing collaboration with CDE legal and other entities such as Parent Training Information Centers, Family Empowerment Centers, local educational agencies, and advocates	June 30, 2006	CDE legal staff Art Cernosia
Cross branch collaboration with Legal Department and Division	December 30, 2005	CDE staff
Statewide training on IDEA 04.	April 2006	Outside Consultant
Align federal and state codes and regulations	June 30, 2006	CDE staff
Train CDE staff on new laws and regulations	January 2006	CDE staff
Provide technical assistance on new laws to LEAs	June 30, 2006	CDE staff
Collaborate with parent organizations and groups regarding the new federal and state laws and regulations	June 30, 2006	CDE staff
Pursue the development of an integrated database to pro-actively identify upcoming corrective actions across all components of the monitoring system.	June 30, 2006	Outside Contractor subject to approval by the Department of Finance
Explore Web-based applications for all components of the monitoring system.	June 30, 2006	CDE Staff

Part B State Performance Plan (SPP) for 2005-2010
Indicator #17 Due Process

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B

Indicator – Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

Percent = (Row 3.2(a)) + (Row 3.2(b)) divided by (Row 3.2) times 100

Overview of Issue/Description of System or Process:

All procedural safeguards under the Individuals with Disabilities Education Act 2004 (IDEA) shall be established and maintained by each local plan and educational agency that provides education, related services, or both to children who are individuals with exceptional needs. Parents shall be given a copy of their rights and procedural safeguards upon the first occurrence of the filing for a due process hearing.

All requests for a due process hearing shall be filed with the State Superintendent of Public Instruction in accordance with federal regulations. The party, or the attorney representing the party, initiating a due process hearing by filing a written request with the state Superintendent of Public Instruction shall provide the other party to the hearing with a copy of the request at the same time as the request is filed with the state Superintendent of Public Education.

The response to the due process hearing request notice shall be made within ten days of receiving the request notice.

If the party receiving the hearing request notice believes the notice does not sufficiently state the required information, the receiving party must notify the filing party and the hearing officer in writing with in 15-days of receiving the hearing request notice. If such a situation, the hearing officer will determine weather the notice sufficiently states the required information and may grant the filing party opportunity to amend the hearing request. Once the hearing request is filed, the timeline will begin again. The State Superintendent of Public Instruction shall take steps to ensure that within 45- days after receipt of the written hearing request a hearing is conducted in compliance with the federal and state law, culminating in a final administrative decision, including any mediation requested, unless a continuance has been granted by the hearing officer.

Upon receipt by the Superintendent of a written request by the parent or guardian or public education agency, the Superintendent or his or her designee or designees shall immediately notify, in writing, all parties of the request for the hearing and the scheduled date for the hearing. The notice shall advise all parties of all their rights relating to procedural safeguards, as well as a list of persons and organizations within the geographical area that can provide free or reduced cost representation or other assistance in preparing for the due process hearing, including a brief description of qualifications of the services.

The party requesting the due process hearing shall not be allowed to raise issues at the due process hearing that were not raised in the notice filed, unless the other party agrees otherwise.

The state hearing shall be conducted in accordance with regulations adopted by the State Board of Education. The hearing shall be conducted by a person who shall, at a minimum possess knowledge of, and the demonstrate the ability to understand, and apply in accordance with standard legal practice and related state statutes and implementing regulations, the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), federal regulations pertaining to the act, and relevant federal and state case law. The State Superintendent of Public Instruction shall establish standards for the training of hearing officers, the degree of specialization of the hearing officers, and the quality control mechanisms to be used to ensure that the hearings are fair and the decisions are accurate.

A due process hearing officer may not be an employee of the California Department of Education (CDE) or a local educational agency (LEA) nor in a position that would compromise the hearing officer’s objectivity in the hearing. The hearing officer shall encourage the parties to a hearing to consider the option of mediation as an alternative to a hearing.

Any party to the hearing held shall be afforded rights consistent with state and federal statutes and regulations, including:

- The right to counsel with special knowledge relating to individuals with exceptional needs; the right to disclosure of all documents to be used at the hearing.
- The right to present evidence, written arguments, and oral arguments; The right to confront, cross-examine, and compel the attendance of witnesses; the right to electronic records of the proceedings and confidentiality.

The decision of a due process hearing officer shall be made on the substantive issue of whether the child received a free appropriate public education.

If the hearing matter alleged is a procedural violation, a due process hearing officer may find that a child did not receive a free appropriate public education only if the procedural violation:

- Impeded the child's right to a free appropriate public education;
- Significantly impeded the parents' opportunity to participate in the decision making process regarding the provision of a free appropriate public education to the parents' child; or
- Caused a deprivation of educational benefits.

The hearing officer shall produce a written decision of the outcome of the hearing including reasoning relating law and facts to each finding culminating in the final decision. Both the hearing and issuance of the final written decision shall be completed within 45-days of the receipt of the hearing request by the Superintendent, unless an extension has been granted for good cause.

The hearing conducted pursuant to this section of the California *Education Code (EC)* shall be the final administrative determination and binding on all parties.

The aggrieved party may appeal the final decision in state or federal court. A party may file a request within the three-year statute of limitations provision in California *EC* until October 9, 2006, at which time the statute of limitations becomes two years. The statute of limitations does not apply if:
(1) Specific misrepresentations by the local educational agency that it had solved the problem forming the basis of the due process hearing request.
(2) The local educational agency's withholding of information from the parent that was required to be provided to the parent.

Baseline Data for FFY 2004 (2004-2005):

One-hundred percent of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

percent = (Row 3.2(a)) + (Row 3.2(b)) divided by (Row 3.2) times 100
= [(5+81)/86]•100
= 100

Discussion of Baseline Data:

These baseline data do not require an explanation.

FFY	Measurable and Rigorous Target
2005 **(2005-2006)**	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2006 **(2006-2007)**	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2007 **(2007-2008)**	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2008 **(2008-2009)**	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2009 **(2009-2010)**	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2010 **(2010-2011)**	One hundred percent of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Improvement Activities/Timelines/Resources:

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Hearing officers will receive training regarding IDEA, *Education Code* Section 56000 et. seq., and related regulations. Trainings will be designed to ensure that all hearing officers meet the minimum training standards specified by law.	Ongoing basis	CDE Staff Outside contractors
Hearing officers will receive global skills training.	Annually	Outside contractors
It will be determined when hearing officers have a working knowledge of the laws and regulations governing services to students who qualify for services under IDEA and related California laws and regulations, and the programmatic aspects of special education, services, and supports.	Ongoing basis	Office of Administrative Hearing (OAH) staff
Only hearing officers who have the level of expertise specified in the proposed regulations will be assigned mediation and hearing duties. Such monitoring activities will be provided on an ongoing basis by knowledgeable senior staff.	Ongoing basis	OAH senior staff
Data will be gathered pertaining to due process hearings to ensure that all due process hearing requests are fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. Such data will include the following items: 1) number of hearing requests total; 2) number of resolution sessions conducted; 3) number of settlement agreements; 4) number of hearings held (fully adjudicated); 5) Number of decisions	Ongoing	OAH staff

within timeline; 6) number of decisions within extended timeline; 7) number of decisions issued after timelines and extension expired;8) number of hearings pending; 9) number of expedited hearings; and 10) number of hearing request cases resolved without a hearing. Regarding expedited hearing requests (related to disciplinary decision), the following data will be collected: 1) number of expedited hearing requests total; 2) number of resolution sessions; number of settlement agreements; number of expedited hearings (fully adjudicated); and number of change of placement ordered.		

Part B State Performance Plan (SPP) for 2005-2010

Indicator #18 Hearing Requests

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B

Indicator #18– Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))

Measurement:

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. See Attachment 1

Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings . Data from Row 3.1(a) is divided by Row (3.1) and the total is multiplied by 100 to obtain the percent.

Overview of Issue/Description of System or Process:

Prior to a party invoking his or her right to an impartial due process hearing, the local educational agency shall convene a resolution session, which is a meeting between the parents and the relevant member or members of the individualized education program team who have specific knowledge of the facts identified in the due process hearing request, in accordance with federal law (*Education Code (EC)* Section 56501.5(a))

The meeting shall be convened within 15 days of receiving notice of the parents' due process hearing request (*EC* 56501.5(a)(1)). The meeting shall include a representative of the local educational agency who has decision-making authority on behalf of the agency (*EC* 56501.5(a)(2)). The meeting shall not include an attorney of the local educational agency, unless the parent is accompanied by an attorney (*EC* 56501.5(a)(3)). At the meeting, the parents of the child may discuss their due process hearing issue and the facts that form the basis of the due process hearing request, and the local educational agency shall be provided the opportunity to resolve the matter (*EC* 56501.5(a)(4)).

The resolution session described above is not required if the parents and the local educational agency agree in writing to waive the meeting, or agree to use mediation (*EC* 56501.5(b)). If the local educational agency has not resolved the

due process hearing issue to the satisfaction of the parents within 30 days of the receipt of the due process hearing request notice, the due process hearing may occur, and all of the applicable timelines for a due process hearing shall commence (*EC* 56501.5(c)).

In the case that a resolution is reached to resolve the due process hearing issue at a meeting described above, the parties shall execute a legally binding agreement that is both of the following: (1) signed by both the parent and a representative of the local educational agency who has the authority to bind the agency; and (2) enforceable in any state court of competent jurisdiction or in a federal district court of the United States. If the parties execute an agreement, a party may void the agreement within three business days of the agreement's execution (*EC* 56501.5(d)(1)-(2)).

Baseline Data for FFY 2004 (2004-2005):

Prior to the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), the California Department of Education (CDE) was not required to gather data specific to resolution sessions. The CDE will get these data in subsequent years from a contractor.

Discussion of Baseline Data:

These baseline data do not require an explanation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	As a new SPP indicator, baseline data and targets do not need to be provided at this time for this indicator. Data will be provided in the Annual Performance Report (SPR) that is due no later than February 1, 2007.
2006 (2006-2007)	As a new SPP indicator, baseline data and targets do not need to be provided at this time for this indicator. Data will be provided in the Annual Performance Report (SPR) that is due no later than February 1, 2007.
2007 (2007-2008)	As a new SPP indicator, baseline data and targets do not need to be provided at this time for this indicator. Data will be provided in the Annual Performance Report (SPR) that is due no later than February 1, 2007.
2008 (2008-2009)	As a new SPP indicator, baseline data and targets do not need to be provided at this time for this indicator. Data will be provided in the Annual Performance Report (SPR) that is due no later than February 1, 2007.

2009 (2009-2010)	As a new SPP indicator, baseline data and targets do not need to be provided at this time for this indicator. Data will be provided in the Annual Performance Report (SPR) that is due no later than February 1, 2007.
2010 (2010-2011)	As a new SPP indicator, baseline data and targets do not need to be provided at this time for this indicator. Data will be provided in the Annual Performance Report (SPR) that is due no later than February 1, 2007.

Improvement Activities/Timelines/Resources:

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
Data will be collected pertaining to (1) the number of resolution sessions held; (2) whether the sessions were conducted within the 15-day timeline; (3) the results of the resolution sessions within the 30-day timeline.	Ongoing	Special Education Division staff
The form for requesting a due process hearing will be amended to track the following items: (1) whether a resolution session was held before a request for due processing hearing was completed; (2) whether the session was conducted within the 15-day timeline; (3) confirmation that the complaint was not resolved to the satisfaction of the parents within the 30-day timeline; (4) whether the parents and local educational agency agreed in writing to waive the resolution session.	January 2006	Office of Administrative Hearing staff

Part B State Performance Plan (SPP) for 2005-2010

Indicator #19- Mediation

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4 of this document.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B

Indicator #19 – Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B)).

Measurement:

Percent of mediations that resulted in mediation agreements.

Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

Percent = (Row 2.1(a)(i)) + (Row 2.1(b)(i))) divided by (Row 2) times 100

Overview of Issue/Description of System or Process:

It is the intent of the California Legislature that parties to special education disputes be encouraged to seek resolution through mediation prior to filing a request for a due process hearing. It is also the intent of the Legislature that these voluntary prehearing request mediation conferences be an informal process conducted in a nonadversarial atmosphere to resolve issues relating to the identification, assessment, or educational placement of the child or the provision of a free appropriate public education to the child, to the satisfaction of both parties. Therefore, attorneys or other independent contractors used to provide legal advocacy services may not attend or otherwise participate in the prehearing request mediation conferences (*Education Code (EC)* Section 56500.3(a)). This does not preclude the parent or the public education agency from being accompanied and advised by non-attorney representatives in the mediation conferences and consulting with an attorney prior to or following a mediation conference (*EC* Section 56500.3(b)).

Requesting or participating in a mediation conference is not a prerequisite to requesting a due process hearing (*EC* Section 56500.3(c)). All requests for a mediation conference shall be filed with the Superintendent. The party initiating a

mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed with the Superintendent. The mediation conference shall be conducted by a person knowledgeable in the process of reconciling differences in a nonadversarial manner and under contract with the department. The mediator shall be knowledgeable in the laws and regulations governing special education (*EC* Section 56500.3(d)).

The prehearing mediation conference shall be scheduled within 15 days of receipt by the Superintendent of the request for mediation. The mediation conference shall be completed within 30 days after receipt of the request for mediation unless both parties to the prehearing mediation conference agree to extend the time for completing the mediation. Pursuant to federal law, and to encourage the use of mediation, the state shall bear the cost of the mediation process, including any meetings described in subsection (d) of Section 300.506 of Title 34 of the Code of Federal Regulations. The costs of mediation shall be included in the contract described in *EC* Section 56504.5 (*EC* Section 56500.3(e)).

In accordance with federal law, if a resolution is reached that resolves the due process issue through the mediation process, the parties shall execute a legally binding written agreement that sets forth the resolution and that does the following: (1) states that all discussions that occurred during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; (2) is signed by both the parent and the representative of the public education agency who has the authority to bind the agency; (3) is enforceable in any state court of competent jurisdiction or in a federal district court of the United States (*EC* Section 56500.3(f)(1)-(3)).

If the mediation conference fails to resolve the issues to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a state-level hearing. The mediator may assist the parties in specifying any unresolved issues to be included in the hearing request (*EC* Section 56500.3(g)).

Any mediation conference held pursuant to this section shall be scheduled in a timely manner and shall be held at a time and place reasonably convenient to the parties to the dispute in accordance with federal law.

The mediation conference shall be conducted in accordance with regulations adopted by the board (*EC* Section 56500.3(i)). Notwithstanding any procedure set forth in this code, a public education agency and a parent may, if the party initiating the mediation conference so chooses, meet informally to resolve any issue or issues to the satisfaction of both parties prior to the mediation conference (*EC* Section 56500.3(j)). The procedures and rights contained in this

section shall be included in the notice of parent rights attached to the pupil's assessment plan (*EC* Section 56500.3(k)).

Baseline Data for FFY 2004 (2004-05):

Fifty four and six-tenths percent of mediations resulted in mediation agreements.

Percent is calculated with data from Attachment 1, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings using the following calculation:

Discussion of Baseline Data:

These baseline data do not require an explanation.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	At least fifty-six percent of mediation conferences will result in mediation agreements.
2006 (2006-2007)	At least fifty-seven percent of mediation conferences will result in mediation agreements.
2007 (2007-2008)	At least fifty-eight percent of mediation conferences will result in mediation agreements.
2008 (2008-2009)	At least fifty-nine percent of mediation conferences will result in mediation agreements.
2009 (2009-2010)	At least sixty percent of mediation conferences will result in mediation agreements.
2010 (2010-2011)	At least sixty-one percent of mediation conferences will result in mediation agreements.

Improvement Activities/Timelines/Resources:

IMPROVEMENT ACTIVITIES	TIMELINES	RESOURCES
With stakeholder input and in coordination with CDE, mediators will receive 80 hours of specialized training annually in special education law and issues, mediation techniques, prehearing processes, and current pedagogical issues.	Annually	CDE staff Outside contractors

Annual training will address consistency in procedures and practices.	Annually	Outside contractors
Mediators will receive training that addresses the global competencies for all adjudicative proceedings. This global skills training will address such topics as the dynamics of mediation, listening and communication skills, interest-based mediation, techniques to avoid impasse, and writing clear and complete mediation agreements.	Annually	Outside contractors
Data pertaining to mediations will be collected, including such data as the 1) number of mediation requests total; 2) number of mediations not related to hearing requests; 3) number of mediations related to hearing requests; 4) number of mediation agreements not related to hearing requests; 5) number of mediation agreements related to hearing requests; and 6) number of mediations pending.	Ongoing	Office of Administrative Hearing staff

Part B State Performance Plan (SPP) for 2005-2010

Indicator #20 – State-reported Data

An overview of the State Performance Plan (SPP) development is described on pages 3 and 4.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Effective General Supervision Part B/General Supervision

Indicator #20 – State-reported data (618 and State Performance Plan and Annual Performance Plan Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B)).

Measurement:
20A. State reported data, including 618 data and annual performance reports, are:

a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and

b. Accurate (describe mechanisms for ensuring accuracy).

20B. The percentage of special education local plan areas (SELPAs) submitting accurate data in a timely manner.

Overview of Issue/Description of System or Process:

Accurate and timely data are ensured through a variety of mechanisms including bi-annual statewide California Special Education Management Information System (CASEMIS) meetings, data verification routines built into statewide software provided by the California Department of Education (CDE), and technical assistance. Accurate 618 data are also ensured through the federal Office of Special Education Programs (OSEP) data validation process. During 2004-05, CDE hosted four technical assistance meetings throughout the state, focusing on accurate and timely data reporting. The California data collection procedures require local educational agencies (LEA) to submit data to the State by prescribed deadlines. These deadlines are delineated in the CASEMIS Users Manual provided to LEAs through the CDE Web site well in advance.

In addition, LEAs must certify that student-level data meet state and federal criteria for accuracy prior to submitting to the CDE. The criteria are listed in Chapter V of the CASEMIS Users Manual.

Baseline Data for FFY 2004 (2004-2005):

During the 2004-05 school year, all federal reports were submitted to OSEP on or before the deadline.

One hundred percent of SELPAs submitted accurate data to CDE in a timely manner in 2004-05. In 2003-04 this figure was 99 percent. In 2002-03 this figure was 98 percent. The number of SELPAs submitting timely and accurate data has been a key element of the CASEMIS data submission process.

Discussion of Baseline Data:

Data for the baseline measure capturing the percentage of SELPAs submitting accurate data in a timely manner was also reported in the last two Annual Performance Report (APR) reporting cycles (FFY 03 and FFY 04).

Data for the baseline measure capturing the percent of federal reports submitted by CDE to OSEP on time is a new measure for this indicator.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	**20A.** One hundred percent of state-reported data, including 618 data, the State Performance Plan (SPP), and Annual Performance Reports (APR) are submitted on time and are accurate. **20B.** One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2006 (2006-2007)	**20A.** One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate. **20B.** One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2007 (2007-2008)	20A. One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate. **20B.** One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.

2008 (2008-2009)	**20A.** One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate. **20B.** One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2009 (2009-2010)	**20A.** One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate. **20B.** One hundred percent of the SELPAs will submit accurate data to CDE in a timely manner.
2010 (2010-2011)	**20A.** One hundred percent of state-reported data, including 618 data and Annual Performance Reports (APR) are submitted on time and are accurate.

Improvement Activities/Timelines/Resources:

Future activities include continuing with at least bi-annual training sessions (October 2006) with SELPAs and LEAs, improving data collection software, and providing technical assistance. In addition, the Special Education Division will continue to participate in statewide discussions to create a statewide student-level data system for all students in California.

The new data requirements of the SPP require extensive modification to existing data management systems at the state and local levels. During the 2005-06 school year CDE staff will work to modify the CASEMIS software. CDE staff will provide extensive training, software support, and ongoing technical assistance to SELPAs and LEAs during the transition to the new CASEMIS collection. The combination of beta testing, built-in validation, and extensive training will ensure that accurate and reliable data are submitted.

IMPROVEMENTACTIVITIES	TIMELINES	RESOURCES
Provide statewide CASEMIS training for SELPAs	October 21, 2005 October 28, 2005	CDE Staff, SELPA, LEAs
Finalize new data fields for CASEMIS	Fall 2005	CDE staff, SELPA, LEAs
Modify CASEMIS data table structure to incorporate new data fields and update table codes.	Fall 2005	CDE staff

Modify validation codes and develop prototype reports.	Spring 2006	CDE staff
Beta-test new CASEMIS software	Summer 2006	CDE staff
Deploy official of CASEMIS software.	October 2006	CDE staff
Provide ongoing technical assistance to ensure reliable and accurate submission of data.	Ongoing throughout the year	CDE staff
Provide statewide CASEMIS training for SELPAs	Each year in the fall and as necessary	CDE Staff, SELPA, LEAs

Attachment 1: Report of dispute resolution under part B of the Individuals with Disabilities Education Act

Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	1,248
(1.1) Complaints with reports issued	958
(a) Reports with findings	638
(b) Reports within timeline	475
(c) Reports within extended timelines	24
(1.2) Complaints withdrawn or dismissed	260
(1.3) Complaints pending	30
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	3,730i
(2.1) Mediations	
(a) Mediations related to due process	2,146ii
(i) Mediation agreements	1,819
(b) Mediations not related to due process	272iii
(i) Mediation agreements	219

(2.2) Mediations not held (including pending)	185

SECTION C: Hearing requests	
(3) Hearing requests total	3,306
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	86
(a) Decisions within timeline	5
(b) Decisions within extended timeline	81
(3.3) Resolved without a hearing	1,938iv

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	143
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	5
(a) Change of placement ordered	1

i. 3,306 requests for mediation and due process, 33 waivers of mediation, plus 457 requests for mediation only.

ii. Of the 2,146 mediations related to due process, 1,819 resulted in mediation agreements. The remaining 327 cases did not result in a final agreement and consisted of “No Agreement”, “interim Agreement”, or were withdrawn after mediation.

iii. Of the 272 mediations not related to due process, 219 resulted in mediation agreements. The remaining 53 cases did not result in a final agreement and consisted of “No Agreement”, “interim Agreement”, or were withdrawn after mediation.

iv.1,938 of the 3,306 matters filed in FY 04-05 resolved w/o a hearing and 86 were fully adjudicated. The remaining 1,282 cases remained open as of June 30, 2005, and had not resolved within that fiscal year.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Los Molinos Unified School District** for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332). Waiver Number: Fed-43-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **Los Molinos Unified School District** and verified that the LEA received its first consortium waiver in the 1999-2000 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): December 8, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the **Los Molinos Unified School District** to receive its Perkins funds for the 2005-06 program year (estimated to be $5,192) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Cloverdale Unified School District** for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332). Waiver Number: Fed-44-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **Cloverdale Unified School District** and verified that the LEA received its first consortium waiver in the 1997-98 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): December 14, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the **Cloverdale Unified School District** to receive its Perkins funds for the 2005-06 program year (estimated to be $8,578) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Mammoth Unified School District** for a renewal waiver of Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) Waiver Number: Fed-1-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) adopted guidelines in February 2001 to assist the California Department of Education (CDE) staff in reviewing this type of waiver (Waiver Policy #2001-02). The SBE has approved a number of these waivers over the years.

SUMMARY OF KEY ISSUES

Section 131(d)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) requires local educational agencies (LEAs) whose allocations are less than $15,000 to enter into a consortium with other LEAs for the purpose of meeting the $15,000 minimum grant requirement. Section 131(d)(2) of the Act permits states to waive the consortium agreement in any case in which the LEA is:

- In a rural, sparsely populated area or is a public charter school operating secondary vocational and technical education programs; and
- Demonstrates it is unable to enter into a consortium to participate in the Perkins funding.

CDE staff contacted the **Mammoth Unified School District** and verified that the LEA received its first consortium waiver in the 2004-05 program year and that the LEA continues to meet the waiver criteria. The LEA requests a renewal of the consortium waiver in order to receive its allocated funds for the 2005-06 program year.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2005, through June 30, 2006

Local board approval date(s): September 26, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the **Cloverdale Unified School District** to receive its Perkins funds for the 2005-06 program year (estimated to be $7,214) without having to participate in a consortium. The waiver has no significant effect on the distribution of Perkins funds, statewide.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Ojai Unified School District** to waive *Education Code (EC)* Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). **Vicki Surroz assigned at Topa Topa Elementary** and **Lorie Alford assigned at Matilija Junior High School**. Waiver Number: 5-12-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the district will provide each affected resource specialist instructional aide assistance for at least five hours per day.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Both *Education Code* (*EC)* Section 56101 and *California Code of Regulations (CCR)*, Title 5, Section 3100, allow the State Board of Education to approve waivers of Resource Specialists to exceed the maximum caseload of 28 students by no more than 4 students. However, there are specific requirements in these regulations, which must be met for approval, and if these requirements are not met, the waiver must be denied.

A Resource Specialist is a credentialed teacher who provides instruction and services to children with Individualized Education Programs (IEP) that are with regular education teachers for the majority of the school day. Resource Specialists coordinate special education services with the regular school programs for their students. Statute limits caseload for Resource Specialists to no more than 28 pupils unless the State Board of Education grants a waiver.

SUMMARY OF KEY ISSUES

CCR, Title 5, Section 3100 states: The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily wherever that resource specialist's caseload exceeds that statutory minimum during the waiver's effective period. The following affected resource specialists will have an increase in their caseloads from 28 students to 32 students. California Department of Education staff confirmed that Vicki Surroz at Topa Topa Elementary School and Lorie Alford at Matilija Junior High School in the Ojai Unified School District have agreed to the increase in their caseloads. They will not have had a caseload exceeding 28 students for two consecutive years. Additionally, the district will provide an additional three hours from the original five hours that were originally approved to help monitor IEP implementation. The resource specialists bargaining unit participated in the waiver

development and stated that they were supportive.

Authority for the Waiver: *EC* 56101 and *CCR*, Title 5, Section 3100.

Period of request: September 22, 2005 to June 15, 2006.

Local board approval date(s): December 6, 2005

Bargaining unit(s) consulted on date(s): November 4, 2005

Name of bargaining unit(s)/representative(s): Martha Ditchfield, OFT Member Advocate

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is denied, the Ojai Unified School District will need to employ additional qualified staff or persons with emergency qualifications to provide services to the special education students placing a financial hardship on the district.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Ojai Unified School District** to waive *Education Code* Section 56362(c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). **Karen Orser assigned at Chaparral High School**. Waiver Number: 6-12-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the district will provide the affected resource specialist instructional aide assistance for at least five hours per day.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Both *Education Code (EC)* Section 56101 and *California Code of Regulations (CCR),* Title 5, Section 3100, allows the State Board of Education to approve waivers of resource specialists to exceed the maximum caseload of 28 students by no more than 4 students. However, there are specific requirements in these regulations, which must be met for approval, and if these requirements are not met, the waiver must be denied.

A resource specialist is a credentialed teacher who provides instruction and services to children with Individualized Education Programs (IEP) that are with regular education teachers for the majority of the school day. Resource specialists coordinate special education services with the regular school programs for their students. Statute limits caseload for resource specialists to no more than 28 pupils unless the State Board of Education grants a waiver.

SUMMARY OF KEY ISSUES

CCR, Title 5, Section 3100 states: The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least five hours daily wherever that resource specialist's caseload exceeds that statutory minimum during the waiver's effective period. Karen Orser is a part-time resource specialist at Chaparral High School in the Ojai Unified School District. She currently is employed on a 30 percent time base. As a part-time resource specialist, she currently has a caseload of between 5 and 8 students. In the near future, Ms. Orser's time base will be increased to 40 percent. She has agreed to accept a proportionately larger caseload as a result of this waiver. At the present 30 percent time base, Ms. Orser has agreed to a caseload that would range from 8 to 10 students. With the increased time base (to 40 percent), Ms. Orser's caseload would rise to a high of 12 students.
According to the telephone conversation with the Department's special education

consultant, Ms. Orser is in complete agreement with the proposal.

Ms. Orser has not had a caseload exceeding 28 students, nor the proportionate time base equivalent, for 2 consecutive years. Moreover, the district will provide an additional 0.5 hours of instructional aide time to a total of 2.0 hours to help monitor IEP implementation. The resource specialists bargaining unit participated in the waiver development and stated that they were supportive.

Authority for the Waiver: *EC* Section 56101 and *CCR*, Title 5, Section 3100.

Period of request: October 1, 2005, to June 15, 2006.

Local board approval date(s): December 6, 2005

Bargaining unit(s) consulted on date(s): November 14, 2005

Name of bargaining unit(s)/representative(s): Martha Ditchfield, OFT Member Advocate

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is denied, the Ojai Unified School District will need to employ additional qualified staff or persons with emergency qualifications to provide services to the special education students placing a financial hardship on the district.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Requested by **San Ysidro School District** to waive *Education Code (EC)* Section 56362(c); allowing the caseload of two resource specialist to exceed the maximum caseload of 28 students by no more than 4 students (32 maximum). **Sally Menze and Juan Murillo assigned at Chaparral High School**. Waiver Numbers: 3-1-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the district will provide each affected resource specialist instructional aide assistance for at least five hours per day.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Both *Education Code (EC)* 56101 and *California Code of Regulations (CCR),* Title 5, Section 3100, allows the State Board of Education (SBE) to approve waivers of resource specialists to exceed the maximum caseload of 28 students by no more than 4 students. However, there are specific requirements in these regulations, which must be met for approval, and if these requirements are not met, the waiver must be denied.

A resource specialist is a credentialed teacher who provides instruction and services to children with Individualized Education Programs (IEP) that are with regular education teachers for the majority of the school day. Resource specialists coordinate special education services with the regular school programs for their students. Statute limits caseload for resource specialists to no more than 28 pupils unless the State Board of Education grants a waiver.

SUMMARY OF KEY ISSUES

CCR, Title 5, Section 3100 states: The waiver stipulates that an affected resource specialist will have the assistance of an instructional aide at least 5 hours daily wherever that resource specialist's caseload exceeds that statutory minimum during the waiver's effective period. The following affected resource specialists will have an increase in their caseload from 28 students to 32 students. The California Department of Education, special education consultant confirmed on January 18, 2006, that Sally Menze and Juan Murillo of San Ysidro Middle School both agreed to the increase in caseload. They will not have had a caseload exceeding 28 students for 2 consecutive years. Additionally, the district will ensure that each teacher has an instructional assistant for 6.5 hours per day. On January 24, 2006, it was confirmed that the bargaining unit participated in the waiver development and stated that they were in support.

Authority for the Waiver: *EC* 56101 and *CCR*, Title 5, Section 3100.

Period of request: September 1, 2005 to June 30, 2006

Local board approval date(s): December 16, 2005

Bargaining unit(s) consulted on date(s): November 14, 2005

Name of bargaining unit(s)/representative(s): Janie Ponteprino - District Union representative

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver is denied, the San Ysidro School District will need to employ additional qualified staff or persons with emergency qualifications to provide services to the special education students placing a financial hardship on the district.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Stanislaus County Office of Education** for a waiver of *Education Code (EC)* Section 52314.6(a) regarding the 3 percent limit on enrollment of students under the age of 16 in the Regional Occupational Program. Waiver Number: 1-1-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That (1) All State Board of Education (SBE) waiver guidelines must be adhered to, (2) age sixteen enrollment be limited to 10 percent of average daily attendance (a.d.a.) funding in the prior year Annual Apportionment, and (3) approval for one year only.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waiver requests of this type have been discussed and approved by the SBE under the SBE Waiver Policy Number 00-06 in June 2000.

SUMMARY OF KEY ISSUES

Stanislaus County Office of Education (Yosemite Regional Occupational Program) is requesting this waiver. The waiver is needed to allow students recommended by their counselors/administrators to have access to, and benefit from, Regional Occupational Program (ROP) instruction in all of their participating districts.

In many cases, students are enrolled in career pathways and academy programs that begin in the ninth or tenth grade, but because of the under age 16 limitation of 3 percent, cannot participate in the learning opportunities ROPs provide. Yosemite ROP also serves students in county alternative programs, juvenile hall, charter schools, as well as comprehensive high schools. This waiver ensures the availability of ROP training and services necessary to meet the greatest needs of individual students and schools by allowing the percentage under 16 to go up to 10 percent.

Stanislaus County Office of Education (Yosemite ROP) has also provided assurances that they agree to all of the conditions specified by the SBE Policy 00-06 dated June 2000. These assurances meet all the requirements of the SBE's waiver policy for a waiver of *Education Code* (*EC*) Section 52315.6.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2005 to June 30, 2006

Local board approval date(s): December 13, 2005

Public hearing held on date(s): December 13, 2005

Bargaining unit(s) consulted on date(s): November 1, 2005

Name of bargaining unit/representative(s) consulted: SACP President

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☒ other (specify) Three public notifications within the community

Advisory committee(s) consulted: ROP Board of Management

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: October 31, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to the Department or the ROP.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by the ~~**Waugh School District**~~**Terra Bella Union Elementary School District** under the authority of *Education Code (EC)* Section 53863 to waive *EC* Section 52852, allowing one joint school site council to function for two small schools (Terra Bella Elementary School and Carl F. Smith Middle School). Waiver Number: 8-11-2005	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has granted similar waivers to other small rural districts under waiver guidelines approved by SBE. Terra Bella Union previously had a similar granted waiver.

SUMMARY OF KEY ISSUES

Terra Bella Union Elementary School District is a small rural elementary district in Tulare County. Terra Bella Elementary School has a current enrollment of 627 students and Carl F. Smith Middle School has 239 students.

The two schools are directly across the street from each other, and school staffs hold common meetings and plan, implement, and evaluate as one entity. The SBE has previously granted the district a waiver to have one school site council for the two schools but it is not current. The school site council which already operates as one strongly supports the waiver.

Authority for the Waiver: *EC* 52863

Period of request: July 1, 2005, through June 30, 2007

Local board approval date(s): October 13, 2005

Bargaining unit(s) consulted on date(s):
The Terra Bella Teachers' Group September 28, 2005

Name of bargaining unit(s)/representative(s): Jack Berry, President

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

This request utilizes existing funds and will not result in additional costs to the district or to the state.

BACKGROUND INFORMATION

Consent Item: Backup materials, waiver request forms and supporting documents are not available for web viewing but are available for inspection in the Waiver Office.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Vallejo City Unified School District** to waive *Education Code* Section 52522(b) to increase from 5 percent to 7 percent the proportion of their Adult Education State Block Entitlement that may be used to implement approved Adult Education Innovation and Alternative Instructional Delivery Programs. Waiver Number: 6-1-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *Education Code (EC)* Section 33051(c) will apply, and the district will not be required to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Waivers of this type have been approved by the State Board Of Education (SBE) since 2001, in March 2002, the SBE adopted a waiver policy: Adult Education Innovation and Alternative Instruction Delivery Program: Percentage of Block Entitlement, Number 02-01, to facilitate evaluations of these waivers.

SUMMARY OF KEY ISSUES

In 1993 the California Legislature passed *EC* Section 52522 permitting the State Superintendent of Public Instruction to approve adult school plans to spend up to five percent of their block entitlement on innovation and alternative instructional delivery. The SBE adopted waiver guidelines in March 2002 for local educational agencies (LEAs) that apply for a waiver to increase the percentage of their state block entitlement expendable for innovation and alternative instructional delivery from 5 percent to an amount not greater than 7 percent as long as certain conditions are met.

Application requirements include reimbursement and accountability worksheets for all courses. Courses must be approved by the California Department of Education (CDE) per *EC* Section 52515, and certification of an approved attendance accountability system is required. All ten mandated adult education program areas are eligible, however the majority of approved applications offer coursework in Elementary Basic Skills, English as a Second Language, Citizenship, and Parent Education.

Increased access to instruction for hard-to-serve adults is a basic tenet of adult education innovation and alternative instructional delivery programs. Checking out video and print materials, a decidedly low-cost, low-tech approach, has been the most prevalent intervention, however approved alternative instructional delivery modes also include live cable broadcast; audio check out, text, workbook and study packet

assignments; and computer-based delivery.

Vallejo City Unified School District has submitted all items requested in the SBE waiver guidelines and the review of documentation supports waiver approval. The district's CDE appointed State Administrator has approved and signed this waiver request.

The CDE recommends approval including the application of *EC* Section 35051(c), so the district will not be required to reapply annually if information contained on the request remains the same.

WAIVER GUIDELINES

The waiver request includes the following:

1. Verification that all other requirements of the Adult Education Program in the LEA are in current statutory compliance.

   ☒ Approval ☐ Denial

   Vallejo City USD verification has been submitted and is on file.

2. Verification that the ratio of average daily attendance for adult education innovation and alternative instructional delivery of pupils to certificated employees responsible for adult education innovation and alternative instructional delivery shall not exceed the equivalent ratio of pupils to certificated employees for all other adult education programs operated by the district.

   ☒ Approval ☐ Denial

   Vallejo City USD verification has been submitted and is on file.

3. Verification that the district's prior three-year history for annual apportionment indicates growth, stability, or not more than a 4.5 percent decline per year. Changes in the number of students with limited access that may support overall ADA loss in the regular adult education state apportionment program must be documented.

   ☒ Approval ☐ Denial

   Verification indicates stability within the prior three-year history for annual apportionment as well as growth in 2004-05. Vallejo City USD's verification has been submitted and is on file.

4. A request for an increase from **5 percent to an amount not greater than 7 percent** of the amount of the adult block entitlement that may be used for innovation and alternative instructional delivery programs to include a description of the program and a rational for change. Information and documentation in all of the following three areas is required for consideration of the waiver:

   - Increase In Number of Students with Limited Access to Traditional Education Options

   Vallejo City USD verification of increase in the student population with limited access to traditional education options has been submitted and is on file. The facts that precipitated the original waiver request have not changed.

   ☒ Approval ☐ Denial

   - Increase In Program Capacity

   Vallejo City USD verification of increased program capacity has been submitted and is on file. Program expansion increasing curriculum delivery and access to curriculum is documented. Program has expanded from three to four instructional program areas in 2005-06. The facts that precipitated the original waiver request have not changed.

   ☒ Approval ☐ Denial

   - Improved Student Assessment Documentation

   Vallejo City USD verification of improved student assessment documentation has been submitted and is on file.

   ☒ Approval ☐ Denial

CONDITION OF RENEWAL

In order to be granted a renewal of this waiver, a district must also provide documentation demonstrating achievement of students in the adult education innovation and new technologies delivery program that is equal to or better than that of students in the regular adult education state apportionment program.

Vallejo City USD verification of student achievement gains, as measured by the Comprehensive Adult School Assessment System (CASAS) tests, has been submitted and is on file. Results indicate equal, and better achievement of students utilizing the Innovation and Alternative Delivery Program.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2005 to June 30, 2006, *EC* 33050 will apply

Local board approval date(s): December 7, 2005

Public hearing held on date(s): December 7, 2005

Bargaining unit(s) consulted on date(s): November 17, 2005

Name of bargaining unit/representative(s) consulted: Vallejo Education Association, Executive Board

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☒ posting in the newspaper ☒ posting at each school ☒ other (specify) posting in Vallejo City USD office.

Advisory committee(s) consulted: English as a Second Language Community Advisory Committee

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: November 14, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

Approval adjusts the percentage within the district's fixed adult education block entitlement. No additional funding would result from approval of this waiver request.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 - General Waiver Request (four pages)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Los Angeles County Office of Education** (COE) to waive *California Code of Regulations (CCR)*, Title 5, Section 1204.5(b), which restricts to three the number of times a student can take the California High School Exit Examination (CAHSEE) in the year they are a senior. The Los Angeles COE would like to give their students (in alternative, court and community, and special education programs) the opportunity to take the test a fourth time on section(s) not yet passed. Waiver Number: 2-1-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☐ **Approval with conditions** ☒ **Denial**

Recommend denial of request to test grade 12 students a fourth time based on *Education Code (EC) Section 33051(a)(1)* "The education needs of the pupils are not adequately addressed" and based on *EC Section 33051(a)(6)* "The request would substantially increase state costs."

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This type of waiver has never been requested before.

SUMMARY OF KEY ISSUES

EC sections 37252 and 60851(f) require school districts to provide remediation to any student who does not demonstrate sufficient progress toward passing the exit examination, and a fourth administration would not allow sufficient, if any, time between test administrations to provide such remediation. No evidence suggests that an additional opportunity to take the CAHSEE would increase the student's likelihood of passing the exam if the student has not received remediation. Test dates are well publicized and the document titled *CAHSEE Administration Dates Through the 2007-2008 School Year* is available for viewing on the CDE Web site at: *http://www.cde.ca.gov/ta/tg/hs/documents/testdates.doc*. An additional administration would also result in costs to the CDE and test contractor that are beyond the scope of the current contract, including apportionments and the production, shipping, and scoring of additional exam materials.

Therefore, the California Department of Education (CDE) recommends denial of this request on the basis of educational compliance and financial concerns.

Authority for Waiver: *(EC)* Section 33050

Period of request: July 1, 2005 to June 30, 2007

Local board approval date(s): January 3, 2006

Public hearing held on date(s): December 13, 2005

Bargaining unit(s) consulted on date(s): LACEA November 22, 2005; CSEA November 29, 2005; SEIU November 30, 2005

Name of bargaining unit/representative(s) consulted: LACEA – Mark Lewis; CSEA – Norma Kinder; SEIU – Tommie Shaw

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☐ posting at each school ☐ other (specify)

Advisory committee(s) consulted: Shared Decision-Making Central Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: December 16, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

LACOE has indicated that, as of September 2005, approximately 1,645 grade 12 students had not yet passed one or both parts of the CAHSEE (i.e., math and English-language arts). The cost of apportionments for the administration of the CAHSEE to 1,645 students is $4,935. The estimated cost of producing, shipping, and scoring additional exam materials for 1,645 students is $40,000 and would require a cost amendment to the current contract for the administration of the exam.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 – General Waiver Request (2 pages)

Attachment 2 – Los Angeles County Office of Education Enrollment Report for 2004-05 year (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Mammoth Unified School District** to waive *Education Code (EC)* Section 44664(a)(2) to allow permanent certificated employees to be evaluated every three years instead of every two years. Waiver Number: 1-12-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**
EC 33051(c) will apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved similar requests for 13 other school districts since 1997, and many of these have become permanent under *EC* 33051(c). The most recent request was for Mount Diablo Unified School District in September 2002.

SUMMARY OF KEY ISSUES

Current statute identifies three specific levels of evaluation for certificated employees: 1) every year for probationary employees, 2) every other year for permanent employees, and 3) every five years for permanent employees with ten years of service with the same district.

Mammoth Unified School District reached an agreement through bargaining with its teachers allowing permanent certificated employees with at least five years of service with the district and at least two satisfactory evaluation cycles to have a three-year cycle instead of a two-year evaluation cycle. However a waiver of existing law is needed to implement this program.

The district states that time and resources gained by this option will be used to work with new teachers and to provide additional help to those permanent teachers who have received less than satisfactory evaluations. Teachers receiving a satisfactory evaluation will be allowed to participate in one of two non-administrative evaluation options; either a portfolio option or a partner option.

Therefore, the department recommends approval of this waiver request.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2006, to June 30, 2008

Local board approval date(s): November 11, 2005

Public hearing held on date(s): November 28, 2005

Bargaining unit(s) consulted on date(s): August 12, 2005, August 22, 2005, September 1, 2005

Name of bargaining unit/representative(s) consulted: Mammoth Teachers Association, Kirk Stapp, Ron Glende, and Cheryl Hart

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) posted on district web site

Advisory committee(s) consulted: School Site Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: December 8, 2005

FISCAL ANALYSIS (AS APPROPRIATE)

No costs or savings to the state; possible minor savings to the district.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 – General Waiver Request (2 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Burlingame Elementary School District** for California Virtual Academy @ San Mateo (charter school) to waive *EC* 47607(a)(1), the requirement that all charter school renewals granted "shall be for a period of five years". Waiver Number: 5-1-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the waiver be granted to allow a one-year charter school renewal term instead of five years, however no further requirements related to charter school renewals will be waived.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In July 1998, the State Board of Education (SBE) approved a waiver of *EC* Section 47607 to allow an all-charter district, Pioneer Union Elementary School District, to extend its term by twelve months rather than the five-year renewal period required by *EC* Section 47607. In 2004, a similar request was requested, then withdrawn.

In recent months as more charters are coming up for renewal, the CDE Waiver Office has been contacted regarding possible waivers of this statute.

SUMMARY OF KEY ISSUES

The Burlingame Elementary School District approved the original petition for the California Virtual Academy@San Mateo for a two-year term from July 1, 2004 to June 30, 2006. Although an original petition term can be for a period of less than five years, i.e., not to exceed five years, *EC* Section 47607(a)(1) specifies that "each renewal shall be for a period of five years."

The Burlingame Elementary School District is seeking a waiver of *EC* Section 47607(a)(1) to allow renewal of the charter school term for one year, 2006-07, to give the district sufficient time to evaluate all the financial considerations respective to possible "basic aid" status of the district and sponsorship of the charter school. The waiver request states that the district maintains an excellent relationship with the charter school and is pleased with student performance and parental satisfaction at the charter school. Approval of this waiver will allow the charter school to continue to serve over 300 students in the 2006-07 school year and provide sufficient time for the charter school to locate another sponsoring district if necessary.

The CDE recommends approval of this waiver request to allow a one-year charter school renewal term but not to waive any further requirements related to charter school

renewal.

Authority for Waiver: *EC* Section 33050

Period of request: July 1, 2006, to June 30, 2007

Local board approval date(s): 01/10/06

Public hearing held on date(s): 01/10/06

Bargaining unit(s) consulted on date(s): 12/15/05

Name of bargaining unit/representative(s) consulted: Annette De Maria

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☐ other

Advisory committee(s) consulted: CAVA @ San Mateo Governing Board

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: 12/07/05

FISCAL ANALYSIS (AS APPROPRIATE)

There will be no fiscal impact to the state as a result of approval of this waiver.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or SBE Office.

Attachment 1 – General Waiver Request Form (4 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Hacienda La Puente Unified School District** (USD) using the specific waiver authority of *Education Code (EC)* 45108.7 to waive Section 45108.5(b)(3) to permanently increase the number of classified senior management employees in the district. Current: 4 permanent. Proposed: add 3 new permanent designations for a total of 7 permanent designations. Waiver Number: 11-11-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

See attached list of current and proposed permanent positions.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 1985, the Hacienda La Puente USD received approval for two years from the State Board of Education (SBE) to increase its number of senior management positions by three positions, specifically, from four to seven positions. The district states that it believed the waiver was permanent and, thus, did not submit a new waiver request when the two years elapsed.

However, no waivers were granted permanency under EC 33051(c) until after the statute change in 1992. Since that time waiver of this have been granted by the SBE.

SUMMARY OF KEY ISSUES

The district is requesting that three existing positions be designated as classified senior management positions. If the SBE approves this waiver, the district will have a total of seven positions that are designated as classified senior management. The waiver will serve to reauthorize the three classified senior management positions that expired in the late 1980's. As stated above, the district believed that the 1985 SBE waiver was permanent, not temporary. The Hacienda La Puente USD is submitting this waiver request in response to notification by the California Department of Education of its non-compliance with the statute.

Per *EC* Section 45108.7, the SBE can waive the limit on the number and type of senior management positions in a school district. *EC* Section 45108.5 specifies that the maximum number of designated senior management positions is four positions for a district the size of Hacienda La Puente, with 25,001 to 50,000 units of average daily attendance. The section also defines a senior management employee as "(1) An employee in the highest position in a principal district program area, as determined by the governing board, which does not require certification qualifications, and which has

district-wide responsibility for formulating policies or administering the program area," or "(2) An employee who acts as the fiscal advisor to the district superintendent."

The three requested positions are Director of Fiscal Services, Director of Purchasing/ Warehouse and Director of Food Services. The four current permanent positions are the Chief Business Officer, Chief Technology Officer, Chief of Police and Safety, and Director of Facilities. All positions have district-wide responsibility for formulation of district policy and procedures, as well as administrating large program areas.

The advantage of having designated classified senior management positions is that the classified senior management employees may be terminated by written notice of the governing board, thus permitting a district to react more immediately to changing district needs and circumstances. Specifically, pursuant to *EC* Section 45100.5, employees whose positions are designated as classified senior management are part of the classified service and have all the "rights, benefits, and burdens" as other classified employees, except that they are exempt from all provisions related to obtaining permanent status in a senior management position.

The positions have district-wide responsibilities which is similar to other waiver requests approved in the past. There is no new fiscal impact due to the district having maintained the positions since 1985, the department recommends approval of this waiver.

Authority for the Waiver: *EC* Section 45108.7

Period of request: November 14, 2005 through November 14, 2007

Local board approval date(s): November 10, 2005

Bargaining unit(s) consulted on date(s): HLPTA 9-14-05, CSEA 9-15-05, SEIU 9-21-05

Name of bargaining unit(s)/representative(s): J. Drowther and D. Brown, HLPTA; P. Saavedra and H. Escalera, CSEA; M. McCaffrey, S. Hinojosa, and J. Sabokpey, SEIU

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

The operating costs will not increase beyond the currently budgeted levels. The positions have existed since 1985 when the district thought it had received a permanent waiver.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 – Specific Waiver Request (2 pages)

Attachment 2 – List of current and proposed positions (1 page)

Attachment 3 – Letter to Hacienda La Puente USD (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Temecula Valley Unified School District** for a renewal waiver of *Education Code* (*EC*) Section 37202, the equity length of time requirement, at one of the district's three high schools, Great Oak High School. Waiver Number: 4-1-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That *EC* section 33051(c) will apply, and the district will not have to reapply annually if the information contained on the request remains the same.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved similar waivers of this type.

SUMMARY OF KEY ISSUES

Temecula Valley Unified School District is requesting a renewal of the equity length of time waiver at Great Oaks High School. The district wants to continue to start school one day a week at 9:00 a.m. instead of the regular starting time of 7:30 a.m. for teacher collaboration. Working together collaboratively, the teachers used these meetings for planning strategies to improve instructional practices. Beginning in April of 2005, the teachers met and shared best practices, coordinated lessons, reviewed curriculum, planned and implemented learning strategies.

An evaluation of the effectiveness of the late start days was submitted to the Waiver Office as the condition of the first waiver before a renewal would be considered. The evaluation surveyed the teachers and the parents. The parent survey reflects a positive effect from the teacher collaboration days. Accordingly, the survey indicates that most parents agreed that their pupils academic achievement had improved over the past twelve months and that these pupils were well-prepared to take the California High School Exit Examination (CAHSEE). The survey also noted that no parental complaints have been received in connection to the teacher collaboration late-start days.

A similar survey of the teachers at the school also indicated favorable results. The 76 teachers surveyed agreed that the teacher collaboration enabled them to improve their delivery of standards-based instruction. Teachers have been able to create common assessments and rubrics and they state that they value the ability to collaborate with each other.

The district hopes to continue the teacher collaborative effort and continue to improve student achievement. Great Oak's API is 817. All school site councils in the three

schools reviewed this waiver request, and no objections were raised.

Therefore, the department recommends approval of this waiver request and that *EC* section 33051(c) will apply, and the district will not have to reapply annually if the information contained on the request remains the same.

Authority for Waiver: *EC* Section 33050

Period of request: 4/11/06 to 6/15/07

Local board approval date(s): January 17, 2006

Bargaining unit(s) consulted on date(s):

Name of bargaining unit/representative(s) consulted: Bob Rollins, President, TVEA

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☐ posting at each school ☒ other (specify) The public notice was posted in the newspaper, at three school sites and the district office.

Advisory committee(s) consulted: School site councils for: Temecula Valley High, Chaparral High, and Great Oaks High

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: 1/10/06, 1/12/06 and 1/10/06 respectively

FISCAL ANALYSIS (AS APPROPRIATE)

No fiscal impact if this waiver request is approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 – General Waiver Request Form – (4 pages)

Attachment 2 – Letter from Temecula Valley USD to Judy Pinegar – (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Escalon Unified School District** to waive *Education Code (EC)* Section 37202(a), the equity length of time requirement, at four of the district's elementary schools: Dent, Collegeville, Farmington and Van Allen Elementary Schools. Waiver Number: 9-1-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

For eighteen months with the condition that the district must submit an evaluation before a renewal of this waiver request is considered.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved similar types of waiver requests.

SUMMARY OF KEY ISSUES

The Escalon Unified School District's 2005-2006 auditors noted that the district was out-of-compliance with the equity length of time requirement of *EC* Section 37202 which states that all grades levels must operate at the same number of instructional minutes. The auditor recommended that the district apply for a waiver from the SBE to allow the schools to continue this variance legally.

The district's reasons for the varying times are linked to the transportation schedules at the schools. The chart displaying the differing instructional times indicates that the schools are offering a greater amount of instructional minutes for each grade level. The district has three schools located within the city limits of Escalon and the rest of the schools are rurally located. The rural schools start earlier than the schools within the city limits and the elementary schools dismiss students in time to use the busses for the middle and high schools. Due to the impact of the transportation budget on their general fund, instructional times at the different schools operate at varying lengths. The schools involved in this waiver request all have API's in the 700's and the district has an overall API of 704.

The district offers more than the required minimum instructional times at all schools involved in the waiver request. As part of the waiver request process all of the school site councils were notified and no objections were raised by parents. The department recommends approval from August 15, 2005 until February 14, 2007 and that the district must submit an evaluation before a renewal waiver request is considered.

Authority for Waiver: *EC* Section 33050

Period of request: August 15, 2005 to March 1, 2007

Local board approval date(s): January 17, 2006

Public hearing held on date(s): January 17, 2006

Bargaining unit(s) consulted on date(s): EUTA for Certificated: 12-09-05, 01-04-06, 01-12-06 and CSEA for Classified: 01-11-05

Name of bargaining unit/representative(s) consulted: EUTA, Ray Roncale, President; CSEA, Kurt Pettitt, President

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☒ other (specify) Within district

Advisory committee(s) consulted: At all the school site councils: Collegeville, Dent, Escalon High, Farmington, El Portal and Van Allen schools.

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: 01-10-06 through 03-07-06

FISCAL ANALYSIS (AS APPROPRIATE)

If this waiver request is not approved, transportation costs for the district will increase creating a strain on the district's general fund.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment One – General Waiver Request Form (3 pages)

Attachment Two – Comparison of Instructional Minutes (1 page)

Attachment Three – Schedule of Finding for the Year Ended June 30, 2005 (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by the **Manhattan Beach Unified School District** under the authority of *Education Code* (*EC*) Section 56101 to waive *EC* Section 51225.3(a)(1)(C), the high school graduation requirement of the completion of two courses in science (biology) for a student with disabilities according to his individualized education program (IEP). Waiver Number: 2-12-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has never handled a waiver of the high school graduation requirement for "two courses in science, including biological and physical science" high school graduation requirements in *EC* Section 51225.3(a)(1)(C). However, *EC* Section 56101 has been used by the SBE to grant waivers of *EC* 51224.5(b) the requirement that a student must pass Algebra I (or equivalent) to graduate from high school, as long as students met other conditions set by the SBE.

SUMMARY OF KEY ISSUES

The Individuals with Disabilities Education Act (IDEA) guarantees all children with special needs a "free appropriate public education" (FAPE) that emphasizes special education and related services designed to meet each child's unique needs. (20 *United States Code* of Law. Section 1400 [D][1][A].)

In *Porter v. Manhattan Beach Unified, et al., Case No. 00-08402* GAF (RNBx), in November 2005 Judge Gary Allen Fees of the Federal District Court in Los Angeles appointed a Special Master, Professor Ivor Weinor, to ensure FAPE for the plaintiff student. Professor Weiner currently directs the student's IEP in this role as a matter of federal law under IDEA. The IEP therefore must be implemented as written.

The student's June 24, 2005 IEP states: "Waiver for biology will be granted by the local education agency."

Although the IEP is written and monitored through *Porter v Manhattan Beach Unified, et, al.,* indicates that the local educational agency must grant the waiver of the graduation requirements, Manhattan Beach School District has no statutory authority to do so, however the waiver authority under *EC* Section 56101 can be used by the SBE for this purpose:

> 56101. (a) Any district… may request the board to grant a waiver of any provision of this code… if the waiver is necessary or beneficial to the content and implementation of the pupil's individualized education program…
> (b) The board may grant, in whole or in part, any request pursuant to subdivision (a) when the facts indicate that failure to do so would hinder implementation of the pupil's individualized education program or compliance by a district, special education local plan area, or county office with federal mandates for a free, appropriate education for children or youth with disabilities.

Therefore, as the California Department of Education (CDE) and the SBE are required to implement the IEP for this student as written, the CDE recommends approval of this waiver.

Authority for the Waiver: *EC* Section 56101

Period of request: August 2005 through December 2006

Local board approval date(s): December 7, 2005

Bargaining unit(s) consulted on date(s): N/A for special education waivers

Name of bargaining unit(s)/representative(s): N/A (as above)

Position of bargaining unit(s) (choose only one): Not required for this waiver

☐ Neutral ☐ Support ☐ Oppose

Comments (if appropriate):

FISCAL ANALYSIS (AS APPROPRIATE)

Due to the Court requirement, any failure by the SBE to approve this waiver could result in financial penalties.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 – Specific Waiver Request Form (2 pages)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Lemoore Union High School District** for **Yokuts Continuation High School** in the High Priority Schools Grant Program (HPSGP), to waive *Education Code (EC)* Section 52055.650, the assignment of a School Assistance and Intervention Team (SAIT) for failing to meet growth, and *California Code of Regulations (CCR)*, Title 5, Section 1030.8, (the significant growth calculation). Also the district is requesting to waive the timelines in *EC* 52055.650(e)(1)(C) for the SAIT process. Waiver Number: 3-12-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☒ **Denial**

Denial of the request to waive *CCR*, Title 5, Section 1030.8 and the assignment of a SAIT based on *EC* Section 33051(a)(1), the education needs of the pupils are not adequately addressed.

Approved the timeline waiver on the condition the SAIT timelines are completed by June 30, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Yokuts High School in Lemoore Union School District was deemed state-monitored at the November 2005 State Board of Education (SBE) meeting. The school was missing a valid API in at least one year and failed to demonstrate growth when alternative growth criteria were applied.

SUMMARY OF KEY ISSUES

Yokuts High School was awarded a High Priority Schools Grant Program (HPSGP) grant for the 2001-2002 school year and as a consequence agreed to meet specific accountability requirements. An HPSGP school has to make at least significant growth, as determined by the SBE, or face sanctions as described in paragraphs (1) or (2) in *EC*~~,~~ Section 52055.650. Significant growth for HPSGP schools is defined as making 10 API points of combined growth over three years and positive growth in two of the three years. Because Yokuts High School was missing API data in all but one of the three years, it was necessary to apply the alternative growth criteria (defined in Section 1030.8 of the Title 5) in order to determine whether the school had made significant growth. A school participating in the HPSGP without a valid API score pursuant to *EC*~~,~~ Section 52052(f) in at least one out of three years demonstrates academic growth equivalent to significant growth for purposes of *EC*~~,~~ Section 52055.650

when the school's weighted average percent proficient across all California Standards Tests in (a) English/language arts and (b) mathematics increased by at least two percentage points over the prior three year period. When the alternative growth criteria were applied Yokuts High School failed to make significant growth in either the English language arts or the mathematics category (see Attachment 2).

Lemoore Union High School District states that no API score was available for the Yokuts High School in three of the four years of its HPSGP participation (beginning in 2001-2002) due to its Alternative Schools Accountability Model (ASAM) status and small student population. API growth reports do include ASAM schools starting with the API growth report for 2002-2003, and Yokuts did receive an API score of 349 for that year, as they tested more than 11 students. The school received no API score for all other relevant years (2001-2002, 2003-2004, and 2004-2005) because they tested fewer than 11 students. The district requests that the SBE waive Yokuts' participation in the state-monitoring process because of the unique attributes of a small continuation school and the impact of the ASAM on the interpretation of API results.

Due to the very small student population, a review of API scores for Yokuts was not possible. Therefore, the alternative growth criteria were applied, with the result that the school failed to make significant growth (Attachment 1). A SAIT team could address the reasons for this and help the school to improve its student achievement, so the ~~Department~~CDE recommends denial of the request to waive Title 5 regulations and the EC which requires the assignment of a SAIT team based on *EC* Section 33051(a)(1), "the education needs of the pupils are not adequately addressed."

CDE also recommends approval of a timeline waiver to allow the school and district to contract with a SAIT to support the school in improving student achievement. This timeline must be completed by June 30 2006.

Authority for Waiver: (*EC*) Section 33050

Period of request: CDE only approves only the timeline waiver from December 2005 to June 30, 2006

Local board approval date(s): 12-15-05

Public hearing held on date(s): 12-15-05

Bargaining unit(s) consulted on date(s): 11-15-05

Name of bargaining unit/representative(s) consulted:
Lemoore Federation of Teachers, Mike Vorhees, President

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):

☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: The Yokuts High Advisory Council

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: 12-10-05

FISCAL ANALYSIS (AS APPROPRIATE)

If the waiver is approved, funds which might otherwise be available to support the SAIT process would not be allocated to this school.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 - General Waiver Request (6 pages)

Attachment 2 - Results of Application of Alternative Growth Criteria for Yokuts Continuation High School, Lemoore Union High School (1 page)

Results of Application of Alternative Growth Criteria

Yokuts Continuation High School, Lemoore Union High School District

District Name	School Name	HPSGP Growth Met?	ELA	Math
Lemoore Union High School District	Yokuts Continuation High School	No	0.00*	0.00*

* In order for the school to make significant growth, the values under the ELA and Math columns would have to be at least 2.

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Lemoore Union High School District** for **Jamison Continuation High School** in the High Priority Schools Grant Program (HPSGP), to waive *Education Code (EC)* Section 52055.650, the assignment of a School Assistance and Intervention Team (SAIT) for failing to meet growth, and *California Code of Regulations (CCR)*, Title 5, Section 1030.8 (the significant growth calculation). Also the district is request to waive the timelines in *EC* 52055.650 (e)(1)(C) for the SAIT process. Waiver Number: 4-12-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☒ **Denial**

Denial of the request to waive *CCR*, Title 5, Section 1030.8 and the assignment of a SAIT based on *EC* Section 33051(a)(1), the education needs of the pupils are not adequately addressed.

Approved the timeline waiver on the condition the SAIT timelines are completed by June 30, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Jamison Continuation School in Lemoore Union High School District was deemed state-monitored at the November 2005 State Board of Education (SBE) meeting. The school was missing a valid (API) in at least one year and failed to demonstrate growth when alternative growth criteria were applied.

SUMMARY OF KEY ISSUES

Jamison High School was awarded a High Priority Schools Grant Program (HPSGP) grant in the 2001-2002 school year and as a consequence agreed to meet specific accountability requirements. An HPSGP school has to make at least significant growth, as determined by the SBE, or face sanctions as described (*EC)* Section 52055.650. Significant growth for HPSGP schools is defined as making 10 API points of combined growth over three years and positive growth in two of the three years. Because Jamison High School was missing API data in one of the three years, it was necessary to apply the alternative growth criteria (defined in Section 1030.8 of the Title 5) in order to determine whether the school had made significant growth. A school participating in the HPSGP without a valid API score pursuant to *EC* Section 52052(f) in at least one out of three years demonstrates academic growth equivalent to significant growth for purposes of *EC* Section 52055.650 when the school's weighted average percent

proficient across all California Standards Tests in (a) English/language arts and (b) mathematics increased by at least two percentage points over the prior three year period. Jamison High School failed to make significant growth when the alternative growth criteria were applied (see Attachment 2).

Lemoore Union High School District states that no API score was available for Jameson High School in 2001-2002 due to its Alternative Schools Accountability Model (ASAM) status and acknowledges that no API score was generated for Jamison in 2002-2003, even though the API base report beginning in 2003 does include ASAM schools (no score was generated because the school failed to test enough students). The district contends that the school showed growth through earned API scores in 2004 and 2005, and should therefore not be subject to state-monitored status. The school did not test enough students and therefore did not have a valid 2003 base; there was no growth information for 2003-2004 school year. So, the district's reference to a base API of 376 for 2003-2004 is in error. The school did, however, obtain a 2004 API base of 376, and attained a growth API of 402 for the 2004-2005 school year.

In short, the school did not have enough growth information to apply the significant growth criteria, and therefore required the application of the alternative growth criteria, rendering a consideration of the API scores moot. Since the school failed to demonstrate significant growth under the alternative growth criteria, a SAIT team could address the reasons for this and help the school to improve its student achievement.

CDE recommends denial of the request to waive *CCR*, Title 5, Section 1030.8 and the *EC* which requires the assignment of a SAIT team on the basis of *EC* 33051(a)(1).

However, CDE recommends approval of a timeline waiver to allow the school and district to contract with a SAIT to support the school in improving student achievement on the condition that the timeline must be completed by June 30, 2006.

Authority for Waiver: (*EC*) Section 33050

Period of request: CDE only approves only the timeline waiver from December 2005 to June 30, 2006

Local board approval date(s): 12-15-05

Public hearing held on date(s): 12-15-05

Bargaining unit(s) consulted on date(s): 11-15-05

Name of bargaining unit/representative(s) consulted:
Lemoore Federation of Teachers, Mike Vorhees, President

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: The Jamison High School Advisory

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: 12-10-05

FISCAL ANALYSIS (AS APPROPRIATE)

If the waiver is approved, funds which might otherwise be available to support the SAIT process would not be allocated to this school.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 - General Waiver Request (6 pages)

Attachment 2 - Results of Application of Alternative Growth Criteria for Jamison Continuation High School, Lemoore Union High School (1 page)

Results of Application of Alternative Growth Criteria

Jamison Continuation High School, Lemoore Union High School District

District Name	School Name	HPSGP Growth Met?	ELA	Math
Lemoore Union High School District	Jamison (Donald C.) Continuation High School	No	-5.11*	-16.67*

* In order for the school to make significant growth, the values under the ELA and Math columns would have to be at least 2.

ITEM #W-11

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by two districts to waive a portion of *Education Code (EC)* Section 35330(d) to allow out-of-state travel for students participating in the Environmental and Spatial Technology (EAST) Conference in Hot Springs, Arkansas, February 28 to March 2, 2006. Waiver Number: see attached list for specific school districts	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has approved similar waiver requests in the past for this same conference in other years.

SUMMARY OF KEY ISSUES

EC Section 35330**(**d**)** states that "…no expenses of pupils participating in a field trip or excursion to any other state, the District of Columbia, or a foreign country authorized by this section shall be paid with school district funds."

Eureka City Unified School District and Sacramento City Unified School District have students that are participating in the EAST program and are scheduled to attend the EAST Partnership Conference, a once a year event. This year the annual conference will be held February 28 through March 2, 2006 in Hot Springs, Arkansas. The local educational agencies (LEAs) want to use district funds to allow students to travel to the conference. Students will receive opportunities to network and collaborate with students from all over the nation as well as attend workshops and seminars during the conference. The EAST initiative has been recognized nationally as an exemplary model for collaborative and performance-based learning. Students enrolled in EAST acquire 21st century technological skills while achieving proficiency in California's content standards.

The department is expecting at least eight more districts to request to waive *EC* 35330(d) for the same purpose. In 2002, the SBE approved nineteen waiver requests for the same program so that students could travel to Little Rock, Arkansas to attend a national training conference for the EAST program. Approval of these waiver requests provided at least 100 students from all over the state of California the opportunity to participate in this unique program.

Therefore, the department recommends approval for this waiver request.

Authority for Waiver: *EC* Section 33050

Period of request: 02/27/06 to 03/03/06

Local board approval date(s): various dates

Public hearing held on date(s): various dates

Bargaining unit(s) consulted on date(s): various dates

Name of bargaining unit/representative(s) consulted: various

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate): There was a concern that students would be missing work and not making it up from Eureka.

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☒ posting at each school ☐ other (specify)

Advisory committee(s) consulted: various dates

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: various dates

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver request will allow the district to spend $14,012.68 to send twenty-five students from two district schools to the EAST conference in Hot Springs, Arkansas.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 – Template of EAST Technology Waiver Request (1 page)

Attachment 2 – List of LEAs Requesting Waiver (1 page)

Attachment 3 – Background material on the EAST Conference, including the program agenda (5 pages)

CALIFORNIA DEPARTMENT OF EDUCATION

GENERAL WAIVER REQUEST

ETG-1 (01/06) http://www.cde.ca.gov/lr/re/wr/

EAST TECHNOLOGY GRANT

Send Original plus one copy to:
Waiver Office, California Department of Education
1430 N Street, Suite
Sacramento, CA 95814

Faxes will not be accepted!

CDS CODE						

LEA:	Contact/recipient of approval/denial notice:	Contact person's e-mail address:
Address: (City) (State) (ZIP) CA		Phone (and extension, if necessary): ( ) - x Fax number: ( ) -
Period of request: (month/day/year) From: 12/20/05 To: 03/15/06	Local board approval date: (required)	Date of public hearing: (required)

LEGAL CRITERIA

1. Under the General Waiver Authority of *Education Code (EC)* 33050-33053, the particular *Education Code* Section(s) to be waived: *EC* 35330(d) No expenses of pupils participating in a field trip or excursion…shall be paid with school district funds.

Topic of the waiver: To allow Out-of-State Travel for students participating in the EAST conference

2. Position of the Bargaining Unit. Does the district have any employee bargaining units? ☐ No ☐ Yes If yes, please complete required information below:

Date(s) the bargaining unit(s) was (were) consulted:
Name of bargaining unit persons(s) consulted:

The position(s) of the bargaining unit(s) was/were: ☐ Neutral ☐ Support ☐ Oppose (*Please summarize below*)

Comments (if appropriate): _____

3. Public Hearing Requirement: (A public hearing is not simply a board meeting, but a properly noticed public hearing held during a board meeting at which time the public may testify on the waiver proposal. Distribution of local board agenda does not constitute notice of a public hearing. Acceptable ways to advertise include: (1) print a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation; or (2) in small school districts, post a formal notice at each school and three public places in the district. Not necessary for renewal waivers unless controversial.

How was the required public hearing advertised?

☐ Notice in a newspaper? ☐ Notice posted at each school? ☐ Other: _____

Summarize if not posted in a newspaper or at each school: _____

4. Advisory Committee/School Site Councils. Please identify the council(s) or committee that reviewed this waiver: Not necessary for renewal waivers unless controversial.
Date the committee/council reviewed the waiver request: _____(Date)

There were objection(s) ☐ (*Please summarize the objection(s)*)

No objections: ☐

CALIFORNIA DEPARTMENT OF EDUCATION

GENERAL WAIVER REQUEST

ETG-1 (01/06)

5. ***Education Code* or *California Code of Regulations* section to be waived.** If the request is to waive a portion of a section, type the text of the pertinent sentence of the law, or those exact "phrases" requested to be waived (or use a strike out key).

EC 35330 (d) …~~No expenses of pupils participating in a field trip or excursion to any other state, the District of Columbia, or a foreign country authorized by this section shall be paid with school district funds. Expenses of instructors, chaperones, and other personnel participating in a field trip or excursion authorized by this section may be paid from school district funds, and the school district may pay from school district funds all incidental expenses for the use of school district equipment during a field trip or excursion authorized by this section.~~

6. **Desired outcome/rationale**. State what you hope to accomplish with the waiver. Describe briefly the circumstances that brought about the request and why the waiver is necessary to achieve improved student performance and/or streamline or facilitate local agency operations. (If more space is needed, you may attach additional pages.)

The Environmental and Spatial Technology (EAST) program is a dynamic, performance-based learning environment for students in grades 6-12 utilizing project-based service learning, integrated with advance technological applications. The purpose of this waiver would allow teams of school personnel, including selected students to attend training in Hot Springs, Arkansas, as required in the conditions of the EAST grant, and allow the district to pay for these student expenses. The conference will provide students with peer coaching and networking opportunities as well as breakout sessions for training.

Is this waiver associated with an apportionment related audit penalty? (per *EC* 41344) No ☒ Yes ☐ (if yes, please attach explanation or copy of audit finding)

District or County Certification – *I hereby certify that the information provided on this application is correct and complete.*

Signature of Superintendent or Designee: >	Title:	Date:

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Staff Name (*type or print*):	Staff Signature: >	Date:
Unit Manager (*type or print*):	Unit Manager Signature: >	Date:
Division Director (*type or print*):	Division Director Signature: >	Date:
Deputy (*type or print*):	Deputy Signature: >	Date:

List of LEAs Requesting Waiver

LEA Name	Waiver No.	No. of Students	District Cost
Sacramento City Unified SD	09-02-2006	4	$ 4,230.00
Eureka City Unified SD	07-01-2006	21	$14,012.68
TOTALS		25	$18,242.68

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Fairfield-Suisun Unified School District** to waive *Education Code* (*EC*) sections 44512(c) and 44515(a) and (b) regarding the timelines for twelve school administrators involved in the Principal Training Program, established by Assembly Bill 75 (AB 75, Statutes of 2001). Waiver Number:13-11-2005	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the district reports to the department which administrators completed the training before a final payment to the district is released and that the district completes the training of the thirteen listed principals by June 30, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the third time that this type of waiver request will be presented to the State Board of Education (SBE). Assembly Bill 75 created the Principal Training Program and allocated funds for that purpose. Enacted in 2001, AB 75 established the Principal Training Program to provide training for school administrators throughout the state. Each district that submits names of school administrators receives $3,000. Administrators under this program receive 160 hours of training and once the training is completed, the district receives the remaining balance. However, since AB 75 defined the timelines for completion of this training, several districts have not completed the required training and need a waiver to complete this program.

SUMMARY OF KEY ISSUES

Desert Sands Unified School District (USD) is requesting a waiver of the Principal Training Program, specifically the code sections 44512(c) and 44515(a) and (b) to extend the timeline to complete the initial 80 hours of training and to receive funds beyond the 2003-2004 fiscal year. The district's Academic Performance Index (API) base report is 680. The California Department of Education (CDE) has approved training for a total of 26 administrative positions for Fairfield-Suisun USD. The administrators are at different intervals in the training process and some of their administrators are near their two year time limit mandated by Article 4.6 (commencing with Section 44510) of Chapter 3 or Part 25 of *Education Code* which requires participants to complete their training within a two year time frame. Fairfield-Suisun USD is requesting an extension on this two year time limit for eight administrators through this waiver.

Assembly Bill 430 (Nava), amends the Principal Training Program was signed into law September 28, 2005 by the Governor. This legislation updates the Principal Training

Program so that most of the statutory timelines are more realistic. This would eliminate future waivers of this type after the beginning of the 2006-2007 fiscal year.

Therefore, the department recommends approval of this waiver request to extend the timeline of the Principal Training Program with the condition that the district reports to the department on which administrators completed the first 80 hours of training before a final payment to the district is released and that the district completes the training of the eight listed principals by June 30, 2006.

Authority for Waiver: *EC* Section 33050

Period of request: September 1, 2005 to June 30, 2006

Local board approval date(s): November 17, 2005

Public hearing held on date(s): November 17, 2005

Bargaining unit(s) consulted on date(s): October 10, 2005

Name of bargaining unit/representative(s) consulted: Mike Oxley, Fairfield-Suisun Unified School District

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☐ posting in a newspaper ☐ posting at each school ☒ other (specify)
community postings

Advisory committee(s) consulted: Elementary and Secondary School Site Councils

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: October 11,12,13,18, 19, 20 and 27, November 8

FISCAL ANALYSIS (AS APPROPRIATE)

If approved, this waiver request will allow Fairfield-Suisun Unified School District to complete the training for thirteen more school administrators under the Principal Training Program (AB 75) and receive $92,400 for the additional training.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 – General Waiver Request (2 pages)

Attachment 2 – List of Principals in the program (1 page)

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by twelve districts to waive the State Testing Apportionment Information Report deadline of December 31st in the *California Code of Regulations (CCR)*, Title 5, Section 11517.5(b)(1)(A) regarding the California English Language Development Test (CELDT), or *CCR* Title 5, Section 1225(b)(2)(A) regarding the California High School Exit Examination (CAHSEE), or *CCR*, Title 5, Section 862(c)(2)(A) regarding the Standardized Testing and Reporting Program (STAR). Waiver Numbers: see attached list for specific school districts	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ **Approval** ☐ **Approval with conditions** ☐ **Denial**

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the first time that the State Board of Education (SBE) has heard this type of waiver request as the deadline was recently added to the *CCR* and approved by the SBE.

SUMMARY OF KEY ISSUES

This is a new waiver request as the regulations for the State Testing Apportionment Information Report were amended in 2005 to include an annual deadline of December 31st for the return of the Apportionment Information Report for prior year testing for the STAR, the CAHSEE or the CELDT. The department sent letters announcing the new deadline in regulations to every local educational agency (LEA) advising them of this important change in the *CCR* in September of 2005. This deadline was enacted to speed the process of final reimbursement of testing costs to the LEAs.

The districts filing for this waiver request missed the deadline for requesting reimbursement due to the district closure during the holiday season or because the staff responsible for this report were new to the job and did not realize that there was a deadline of December 31st for turning in this report. A few districts reported that they did not receive the notice in time to respond to the deadline by December 31st although ninety percent of the LEAs submitted their reports on time. Staff verified that these districts needed the waiver and that each district submitted their report before the waiver request was recommended for approval.

These local educational agencies (LEAs) are now all aware of this important date and have submitted their reports to the Standard and Assessment Division office for reimbursement. Therefore, the department recommends the approval of these waiver

requests as required by regulation prior to final reimbursement.

Authority for Waiver: *EC* Section 33050

Period of request: December 31, 2005 to March 9, 2006

Local board approval date(s): various dates

Public hearing held on date(s): various dates

Bargaining unit(s) consulted on date(s): various dates

Name of bargaining unit/representative(s) consulted: various

Position of bargaining unit(s) (choose only one):
☐ Neutral ☒ Support ☐ Oppose
Comments (if appropriate):

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☒ other (specify)

FISCAL ANALYSIS (AS APPROPRIATE)

The LEAs will not receive the funding to reimburse them for the 2004-05 tests administered. Attached is a list of the LEAs and the amounts that they will receive from the department if the waiver requests are approved.

BACKGROUND INFORMATION

Action Item: Some documentation is available for web viewing. Waiver forms and other hard copy documents are available for viewing at the Waiver Office or State Board Office.

Attachment 1 – List of LEAs Requesting Waiver of State Testing Apportionment Information Report Deadline (1 page)

Attachment 2 – Template of Waiver Request for State Testing Apportionment Information Report (1 page)

LEAs Requesting Waiver of State Testing Apportionment
Information Report Deadline

LEA Name	Waiver No.	Test Report Missing	Report Submitted Now?	Amount of Reimbursement
Elverta Joint Elementary SD	04-02-2006	CELDT	Yes	$ 225.00
Empire Union SD	11-01-2006	CELDT	Yes	$ 6,025.00
Etiwanda SD	17-02-2006	CELDT	Yes	$ 4,750.00
Garfield Elementary SD	16-02-2006	CELDT	Yes	$ 5.00
Keyes to Learning Charter School	24-02-2006	STAR	Yes	$ 506.52
Lindsay Unified SD	12-02-2006	STAR	Yes	$ 8,098.91
Loomis Union SD	07-02-2006	STAR	Yes	$ 3,945.97
Natomas Unified SD	02-02-2006	CELDT	Yes	$ 7,890.00
Orchard School District	03-02-2006	CELDT	Yes	$ 1,450.00
Pacific Community Charter School	05-02-2006	STAR	Yes	$ 177.36
Rosemead SD	14-02-2006	CELDT	Yes	$ 6,470.00
Turlock Unified SD	15-02-2006	CELDT	Yes	$18,210.00
TOTAL				$57,753.76

CALIFORNIA DEPARTMENT OF EDUCATION

STATE TESTING GENERAL WAIVER REQUEST

AIRW (01/06/06) http://www.cde.ca.gov/re/lr/wr/
Page 1 of 1

APPORTIONMENT INFORMATION REPORT WAIVER

Send original plus one copy to:
Waiver Office, California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

Faxes will not be accepted!

CDS CODE						

Local educational agency:	Phone contact and recipient of approval/denial notice:	Contact person's e-mail address:
Address: (City) (State) (ZIP) CA		Phone (and extension, if necessary): ( ) - x Fax number: ( ) -
Period of request: From December 31, 2005 to March 9, 2006	Local board approval date: (Required)	Date of public hearing: (Required)

LEGAL CRITERIA

1. Under the general waiver authority of Education Code 33050-33053, the California Code of Regulations Section(s) to be waived (check one): ☐ STAR – 5CCR 862(c)(2)(A) …postmarked by December 31…
☐ CAHSEE – 5CCR 1225(b)(2)(A) …postmarked by December 31…
☐ CELDT - 5CCR 11517.5(b)(1)(A) …postmarked by December 31…

2. Collective bargaining unit information. Does the district have any employee bargaining units? ☐ No ☐ Yes If yes, please complete required information below. This requirement can be achieved with a telephone call. It is vital to complete this section as not consulting the bargaining units is a reason for denial of a general waiver request.

Bargaining unit(s) consulted on date(s):
Name of bargaining unit and representative(s) consulted:
The position(s) of the bargaining unit(s): ☐ Neutral ☐ Support ☐ Oppose (*Please specify why*)

3. Public hearing requirement: A public hearing is not simply a board meeting, but a properly noticed public hearing held during a board meeting at which time the public may testify on the waiver proposal. Distribution of local board agenda does not constitute notice of a public hearing. Acceptable ways to advertise include: (1) print a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation; or (2) in small school districts, post a formal notice at each school and three public places in the district.

How was the required public hearing advertised?
☐ Notice in a newspaper ☐ Notice posted at each school ☐ Other: *(Please specify)*

4. Desired outcome/rationale. State what you hope to accomplish with the waiver. Describe briefly the circumstances that caused you to miss the apportionment deadline(s). (If more space is needed, please attach additional pages.)

District or County Certification – *I hereby certify that the information provided on this application is correct and complete*.

Signature of Superintendent or Designee: >	Title:	Date:

FOR CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Unit Manager (*type or print*):	Unit Manager Signature: >	Date:
Division Director (*type or print*):	Division Director Signature: >	Date:
Deputy (*type or print*):	Deputy Signature: >	Date:

ITEM # 43

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Emergency Regulations and Commencement of New Rule-making: California Fresh Start (CFS) Pilot Program, Senate Bill (SB) 281 (Maldonado) Approval of the Proposed Amendment to Add Sections 15566 through 15569 to Title 5. Education, Division 1. California Department of Education, Chapter 15. Child Nutrition Programs, Subchapter 1. Food Sales, Food Service, Nutrition Education, Article 5. California Fresh Start Pilot Program.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) 1) approve emergency regulations to implement the CFS Pilot Program per EC 49565.8(a), and 2) approve the commencement of the rulemaking process, including the Initial Statement of Reasons and the Notice of Proposed Rulemaking, and direct staff to conduct a public hearing on the proposed regulations.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the initial presentation to the SBE of the proposed actions needed to implement SB 281 (Maldonado). This item was presented to the SBE as an information item in December 2005.

SUMMARY OF KEY ISSUES

On September 15, 2005, Senate Bill 281 (Maldonado) was signed into law as an urgency measure. SB 281 added Article 11.5 (commencing with Section 49565) to the California *Education Code* and establishes the CFS Pilot Program. The CDE will administer the CFS Pilot Program in consultation with the California Department of Food and Agriculture (CDFA) and the California Department of Health Services (DHS).

The goal of the CFS Pilot Program is to promote the consumption of fresh fruits and vegetables among schoolage children by providing a total of $18.2 million in funding with $17.8 million dedicated to School Breakfast Programs (SBP). The law encourages public schools maintaining kindergarten or any grades 1 to 12, inclusive, to provide fruits and vegetables that have not been deep-fried to pupils in order to supplement other fruits and vegetables served in a SBP. Public school districts and charter schools participating in the SBP may participate in the CFS Pilot Program and apply for reimbursement of ten cents ($0.10) per meal to supplement, but not supplant, a school breakfast program.

SB 281 requires CDE to adopt emergency regulations it deems necessary, to implement the CFS Pilot Program after consultation with the SBE and the CDFA and DHS. Emergency regulations are needed to clarify some of the bill's language, most specifically, what constitutes a "nutritious" fruit or vegetable eligible for purposes of reimbursement through the CFS Pilot Program and to implement the CFS Pilot Program.

FISCAL ANALYSIS (AS APPROPRIATE)

There are no additional costs or savings because these regulations make only clarifying changes to current law. (See Attachment 6)

ATTACHMENT(S)

Attachment 1: Finding of Emergency (3 Pages)

Attachment 2: Proposed Emergency Regulations - Title 5. Education, Division 1. California Department of Education, Chapter 15. Child Nutrition Programs, Subchapter 1 Food Sales, Food Service, Nutrition Education, Article 5. California Fresh Start Pilot Program. (5 pages)

Attachment 3: Initial Statement of Reasons (2 Pages)

Attachment 4: Notice of Proposed Rulemaking (4 Pages)

Attachment 5: Senate Bill No. 281 (3 Pages)

Attachment 6: Fiscal Analysis is not available for web viewing. A printed copy is available for viewing in the State Board of Education office. (5 pages)

FINDING OF EMERGENCY
California Fresh Start Pilot Program

The State Board of Education finds that an emergency exists, and as required by *Education Code* section 49656.8, the emergency regulations adopted are necessary for the immediate preservation of the public peace, health and safety, or general welfare.

SPECIFIC FACTS SHOWING THE NEED FOR IMMEDIATE ACTION

On September 15, 2005, Senate Bill 281 (Maldonado) was signed into law as an urgency measure. The SB 281 added Article 11.5 (commencing with Section 49565) to the California *Education Code* and establishes the California Fresh Start (CFS) Pilot Program. The California Department of Education (CDE) will administer the CFS Pilot Program in consultation with the California Department of Food and Agriculture (CDFA) and the California Department of Health Services (DHS).

The goal of the CFS Pilot Program is to promote the consumption of fresh fruits and vegetables among schoolage children by providing a total of $18.2 million in funding with $17.8 million dedicated to School Breakfast Programs (SBP). The law encourages public schools maintaining kindergarten or any grades 1 to 12, inclusive, to provide fruits and vegetables that are not juice or have not been deep-fried to pupils in order to enhance the fruits and vegetables served in a SBP.

The SB 281 further requires that school districts/charter schools give priority to the purchase of fresh fruits and vegetables from California producers, when commercially available. Reimbursement for this program is ten cents ($0.10) per meal to be paid in quarterly installments by the CDE to supplement, but not supplant, a SBP. Funds must be deposited into the nonprofit food service account of the school district or charter school.

There are no current regulations for this program because it is a new program. These regulations are necessary in order to implement the CFS Pilot Program in a timely manner and allow school districts and charter schools to participate in the CFS Pilot Program to provide public school pupils nutritious fruits and vegetables, and be able to seek reimbursement for such servings (School Year 2005-06).

AUTHORITY AND REFERENCE

Authority: Sections 33031 and 49565.8, *Education Code*

Reference: Sections 49565, 49565.1, 49565.2, 49565.3, 49565.4, 49565.5, 49565.6, 49565.7, and 49565.8, *Education Code*.

INCORPORATION BY REFERENCE

The United States Department of Agriculture *Food Buying Guide for Child Nutrition Programs (Guide),* 2005 edition, is incorporated by reference because it would be cumbersome and impractical to publish it in the regulations. The *Guide* is available via the Regulations Coordinator.

INFORMATIVE DIGEST

The SB 281 requires the CDE to administer the CFS Pilot Program in consultation with the CDFA and DHS to encourage public schools to provide fruits and vegetables to pupils with priority given to fresh fruits and vegetables from California producers.

The purpose of these regulations is to facilitate implementation of SB 281 by providing clear, consistent procedures for the CFS Pilot Program.

Article 5. California Fresh Start Pilot Program.

This Article is added in order to establish the requirements for participation in the CFS Pilot Program as set forth in SB 281.

Section 15566. Purpose and Scope.

This regulation is added to clarify the purpose and scope of the CFS Pilot Program.

Section 15567. Definitions.

This regulation is added to provide definitions for the terms used in SB 281 and these regulations.

Section 15568. Requirements for Participation.

This regulation is added to include specific participation requirements for school districts and charter schools in accordance with the requirements of SB 281.

Section 15569. Strategies.

This regulation is added to specify how the CFS Pilot Program funds may be used by school districts and charter schools in accordance with the requirements of SB 281.

MANDATE ON LOCAL AGENCIES OR SCHOOL DISTRICT

The SBE has determined that the proposed emergency regulations do not impose a mandate on local agencies or school districts because the CFS Pilot Program is voluntary. Section 49565.1 of SB 281 states in part:

School districts and charter schools may apply for funding.

COST ESTIMATE

There are no additional costs or savings because these regulations make only clarifying changes to current law.

Initial Statement of Reasons

SECTION 15566. PURPOSE AND SCOPE
SECTION 15567. DEFINITIONS
SECTION 15568. REQUIREMENTS FOR PARTICIPATION
SECTION 15569. STRATEGIES

SPECIFIC PURPOSE OF THE REGULATION

The proposed regulations specify the policies and regulations necessary to establish the California Fresh Start (CFS) Pilot Program in order to promote the consumption of fresh fruits and vegetables by public and charter school pupils, as well as clarify and define the procedures for participation.

NECESSITY/RATIONALE

The Legislature established the CFS Pilot Program (Education Code §§ 49865 - 49865.8) to promote the provision of fresh fruits and vegetables to public and charter school pupils and to provide supplemental State reimbursement per breakfast meal served that meets the fruit and vegetables requirements of the CFS Pilot Program. These regulations are proposed in order to implement the CFS Pilot Program.

Specifically, regulations are proposed in order to:

- Guide the distribution of $17.8 million in funding to be allocated beginning in January 2006.
- Implement *Education Code* section 49565.8 which requires the department, in consultation with the Departments of Food and Agriculture and Health Services, and the State Board of Education, to develop emergency regulations as it deems necessary, to implement the CFS Pilot Program.
- Clarify the definitions and participation requirements in *Education Code* section 49565.1, 49565.2, 49565.3, 49565.4, 49565.5, 49565.6, 49565.7 and 49565.8.
- Ensure the consistency of participation and the usage of terms.
- Clarify and define the procedures for requirements of participation in order to receive funding.

The proposed regulations Section 15566, 15567, 15568 and 15569, discussed below, clarify the purpose and scope of the CFS Pilot Program, define the terms, specify participation requirements for school districts and charter schools, and clarify the strategies that are authorized for specific purposes.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDY, REPORTS, OR DOCUMENTS

The SBE did not rely upon any technical, theoretical or empirical studies, reports or documents in proposing the adoption of this regulation.

REASONABLE ALTERNATIVE TO THE REGULATION AND THE AGENCY'S REASONS FOR REJECTING THOSE ALTERNATIVES

No other alternatives were presented to or considered by the SBE.

REASONABLE ALTERNATIVES TO THE PROPOSED REGULATORY ACTION THAT WOULD LESSEN ANY ADVERSE IMPACT ON SMALL BUSINESS.

The SBE not identified any alternatives that would lessen any adverse impact on small business.

EVIDENCE SUPPORTING FINDING OF NO SIGNIFICANT ADVERSE ECONOMIC IMPACT ON ANY BUSINESS

The proposed regulations would not have a significant adverse economic impact on any business because the regulations only apply to Local Educational Agencies.

STATE OF CALIFORNIA
CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Room 5111
Sacramento, CA 95814

ARNOLD SCHWARZENEGGER, *Governor*

NOTICE OF PROPOSED RULEMAKING
AMENDMENT TO TITLE 5, CALIFORNIA CODE OF REGULATIONS REGARDING FOOD SALES, FOOD SERVICE, NUTRITION EDUCATION, AND THE CALIFORNIA FRESH START PILOT PROGRAM

NOTICE IS HEREBY GIVEN that the State Board of Education (State Board) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

PUBLIC HEARING

California Department of Education (CDE) staff, on behalf of the State Board, will hold a public hearing beginning at **10:00 a.m. on May 2, 2006**, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The State Board requests, but does not require, that persons who make oral comments at the hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

WRITTEN COMMENT PERIOD

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Debra Strain, Regulations Coordinator
LEGAL DIVISION
California Department of Education
1430 N Street, Room 5319
Sacramento, California 95814

Comments may also be submitted by facsimile (FAX) at (916) 319-0155 or by e-mail to regulations@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on May 2, 2006**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the State Board may adopt the proposed regulations substantially as described in this Notice or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony if a public hearing is held, or who have requested notification of any changes to the proposal.

AUTHORITY AND REFERENCE

Authority: Section 33031 and 49565.8, Education Code.

Reference: Sections 49565.1, 49565.2, 49565.3, 49565.4, 49565.5, and 49565.6, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

The SB 281 requires the CDE to administer the California Fresh Start (CFS) Pilot Program in consultation with the California Department of Food and Agriculture and Department of Health Services to encourage public schools to provide fruits and vegetables to pupils with priority given to fresh fruits and vegetables from California producers.

The purpose of these regulations is to facilitate implementation of SB 281 by providing clear, consistent procedures for the CFS Pilot Program.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The State Board has made the following initial determinations:

Mandate on local agencies or school districts: None.

Cost or savings to state agencies: None.

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: None.

Other non-discretionary cost or savings imposed on local educational agencies: None.

Cost or savings in federal funding to the state: None.

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None.

Cost impacts on a representative private person or businesses: The State Board is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Adoption of these regulations may 1) create or eliminate jobs within California; 2) create new businesses within California; or 3) cause the expansion of businesses currently doing business within California.

Effect on housing costs: None.

Effect on small businesses: The proposed regulations would not have a significant adverse economic impact on any business because they relate only to school districts and not to small business practices.

CONSIDERATION OF ALTERNATIVES

The State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed, or would be as effective and less burdensome to affected private persons than the proposed action.

The State Board invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

CONTACT PERSONS

Inquiries concerning the content of this regulation may be directed to:

Phyllis Bramson-Paul, Director
Nutrition Services Division
California Department of Education
560 J Street, Room 270
Sacramento, CA 95814
Telephone: (916) 445-0850

INITIAL STATEMENT OF REASONS AND INFORMATION

The State Board has prepared an initial statement of reasons for the proposed regulation and has available all the information upon which the regulation is based.

TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS

Copies of the exact language of the proposed regulation and of the initial statement of reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed

and downloaded from the Department of Education's web site at *http://www.cde.ca.gov/re/lr/rr.*

AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the final statement of reasons once it has been prepared, by making a written request to the Regulations Coordinator.

REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Angie Avila, Nutrition Services Division, 560 J Street, Sacramento, CA, 95814; telephone, (916) 323-0122; fax, (916) 327-6667. It is recommended that assistance be requested at least two weeks prior to the hearing.

Senate Bill No. 281
CHAPTER 236
An act to add Article 11.5 (commencing with Section 49565) to Chapter 9 of Part 27 of the Education Code, relating to pupil nutrition, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.
[Approved by Governor September 15, 2005. Filed with Secretary of State September 15, 2005.]
legislative counsel's digest
SB 281, Maldonado. California Fresh Start Pilot Program.
Existing state and federal laws require all schools participating in meal programs to provide nutritious food and beverages to pupils.
Existing law requires that the sale of all foods on school grounds at an elementary school be approved for compliance with specified nutrition standards.
Existing law requires that a minimum of 50% of the food items, except as specified, offered for sale each schoolday at any schoolsite by any entity or organization during regular school hours be selected from a list of specified items, including specified fruits, vegetables, and fruit and vegetable juices.
Existing law requires the State Department of Health Services to establish and implement, to the extent funds other than state general funds are available, a "5 A Day—For Better Health" program for the purpose of promoting public awareness of the need to increase the consumption of fruits and vegetables as part of a low-fat, high-fiber diet in order to improve health and prevent major chronic diseases, including diet-related cancers.
This bill would establish, within the State Department of Education, the California Fresh Start Pilot Program, to be administered by the department, in consultation with the Department of Food and Agriculture and the State Department of Health Services, in order to encourage public schools maintaining kindergarten or any of grades 1 to 12, inclusive, to provide fruits and vegetables that have not been deep fried to pupils in order to supplement other fruits and vegetables that have not been deep fried and that are available to those pupils, and in order to promote the consumption of nutritious fruits and vegetables by schoolage children.
The bill would make an appropriation by requiring that, of the funds appropriated in a specified item of the Budget Act of 2005, $400,000 shall be available for the department to provide grants to a county office of education or a community college selected on a competitive basis, to be allocated in the amount of not more than $100,000 to develop an online professional development seminar for schoolsite staff on serving, marketing, and promoting nutritious fruits and vegetables, and not more than $300,000 to contract with an independent evaluator to conduct a comprehensive evaluation, as specified.
The bill would require the department, in consultation with the Department of Food and Agriculture, the State Department of Health Services, and the State Board of Education, to develop emergency regulations necessary to implement the program and to establish guidelines for the administration and evaluation of the program.
This bill would declare that it is to take effect immediately as an urgency statute.
Appropriation: yes.
The people of the State of California do enact as follows:

SECTION 1. Article 11.5 (commencing with Section 49565) is added to Chapter 9 of Part 27 of the Education Code, to read:

Article 11.5. The California Fresh Start Pilot Program

49565. (a) There is hereby established within the department the California Fresh Start Pilot Program to provide fresh fruits and vegetable for public school pupils. This program shall be administered by the department, in consultation with the Department of Food and Agriculture and the State Department of Health Services.

(b) The program is intended to encourage public schools maintaining kindergarten or any of grades 1 to 12, inclusive, to provide fruits and vegetables that have not been deep fried to pupils in order to supplement other fruits and vegetables that have not been deep fried and that are available to those pupils, and in order to promote the consumption of fresh fruits and vegetables by schoolage children.

(c) Fruits and vegetables that have not been deep fried that are provided pursuant to this article shall be provided free of charge to a pupil, where appropriate.

(d) Fruits and vegetables that have not been deep fried that are provided pursuant to this article shall be provided during the schoolday, but not during regularly scheduled lunch periods.

(e) In making procurement decisions pursuant to this article, a school district or a charter school shall give priority to the purchase of fresh fruits and vegetables from California producers, when commercially available.

49565.1. (a) School districts and charter schools may apply for funding, appropriated for purposes of this article in the annual Budget Act or in another statute, for reimbursement of ten cents ($0.10) per meal, to be paid in quarterly installments by the department, to supplement, but not to supplant, a school breakfast program under Section 49550.3 or under the federal School Breakfast Program. These funds shall be deposited into the nonprofit food service account of the school district or charter school.

(b) The funds described in subdivision (a) shall be available to school districts and charter schools that meet all of the following criteria:

(1) Provide one to two servings of nutritious fruits or vegetables, or both, at breakfast, and give priority to serving fresh fruits and vegetables.

(2) Spend at least 90 percent of the funding for the direct purchase of nutritious fruits and vegetables.

(3) Do not spend any of the funding for the purchase of juice.

(4) Provide data as required by the independent evaluator pursuant to subdivision (b) of Section 49565.7.

49565.2. (a) The funds described in subdivision (a) of Section 49565.1 may be combined with other funding sources to ensure that at least one serving per day of nutritious fruits or vegetables, or both, is provided pursuant to the pilot program.

49565.3. Sites that already offer two servings of nutritious fruits or vegetables for breakfast may be reimbursed at ten cents ($0.10) per meal for providing nutritious fruits or vegetables for after school snacks.

49565.4. (a) School districts and charter schools that do not operate school breakfast programs are encouraged to apply for funding to establish breakfast programs using funds appropriated for this purpose in the annual Budget Act.

49565.5. Specific strategies for the provision of one to two servings of nutritious fruits or vegetables, or both, may include, but not be limited to, one or more of the following:

(a) Fruit bars located at the school cafeteria with a minimum of three choices of fruits or vegetables, or both.
(b) Grab-and-go breakfasts with one to two servings of fruits or vegetables, or both, to be eaten on the school campus.
(c) Universal classroom breakfast that includes one to two servings of fruits or vegetables, or both.
49565.6. As a condition of receipt of funds, schoolsites participating in this program shall include tasting and sampling of nutritious fruits and vegetables as part of nutrition education. Strategies for nutrition education that include tasting and sampling of nutritious fruits or vegetables, or both, may include, but not be limited to:
(a) Educational sampling and tasting supported with nutrition education.
(b) An offering of fruits or vegetables in the classroom that is reinforced with nutrition and agricultural bulletins.
(c) A monthly school campus farmers' market that allows opportunities for school clubs, organizations, boosters, sports teams, and other groups to organize a farmers' market that highlights California produce for the student body to sample and taste.
(d) A produce sampling program that supports a school garden's harvest through additional purchases of local, in-season fruits or vegetables to be used for a sampling and tasting program for the school campus featuring what is growing in the school garden.
49565.7. Of the funds appropriated for this purpose in Schedule (9) of Item 6110-485 of Section 2.00 of the Budget Act of 2005 (Ch. 38, Stats. 2005), as amended by Chapter 39 of the Statutes of 2005, four hundred thousand dollars ($400,000) shall be available for the State Department of Education to provide grants to a county office of education or a community college selected on a competitive basis, to be allocated as follows:
(a) Not more than one hundred thousand dollars ($100,000) to develop an online professional development seminar for schoolsite staff on serving, including safe handling guidelines, marketing, and promoting nutritious fruits and vegetables.
(b) Not more than three hundred thousand dollars ($300,000) to contract with an independent evaluator to conduct a comprehensive evaluation, including a determination of the need for educational materials for pupils and staff professional development programs on the safe handling, serving, and marketing of nutritious fruits and vegetables as part of the California Fresh Start Pilot Program.
49565.8. The department, in consultation with the Department of Food and Agriculture, the State Department of Health Services, and the State Board of Education, shall do both of the following:
(a) Develop emergency regulations, as it deems necessary, to implement the program established pursuant to this article.
(b) Establish guidelines for the evaluation of the program developed pursuant to this article.
SEC. 2. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:
In order to make the necessary statutory changes to implement the Budget Act of 2005 at the earliest time possible, it is necessary that this act take effect immediately.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 15. Child Nutrition Programs

Subchapter 1. Food Sales, Food Service, Nutrition Education

Article 5. California Fresh Start Pilot Program

§ 15566. Purpose and Scope.

This article specifies the policies and requirements of the California Fresh Start (CFS) Pilot Program to promote the consumption of fresh fruits and vegetables by schoolage children and to provide supplemental State reimbursement for breakfast meals served that meet the requirements of the CFS Pilot Program.

NOTE: Authority cited: Sections 33031 and 49565.8, Education Code. Reference: Section 49565, Education Code

§ 15567. Definitions.

As used in this article and the CFS Pilot Program, the term:

(a) "After school" means following the end of the school day. For kindergarten pupils, "after school" means following the end of a morning or afternoon session.

(b) "Deep-fried" means any fruit or vegetable cooked by total submersion in oil or fat.

(c) "Department" means the California Department of Education.

(d) "Funds" means program reimbursement provided by the Department pursuant to provisions of the CFS Pilot Program.

(e) "Fresh fruits and vegetables" means whole or portioned fruits and vegetables, including, but not limited to, those that are minimally processed.

(f) "Fruit" means ripened seed-bearing part of a plant developed from a flower, usually considered to be sweet and fleshy, as in apples, oranges, plums or strawberries.

(g) "Fruit bar" means a self-service counter featuring an array of fruits.

(h) "Grab and Go" means food that is packaged in a bag, box, or other container that can be picked up quickly and eaten "on the go."

(i) "Juice" means the extractable liquid that is contained in fruits or vegetables. Any

liquid or frozen product labeled ”juice,” “full-strength juice,” “100% juice,” “single-strength juice,” or “reconstituted juice” is included in this definition.

(j) “Meal” means breakfast, as defined in 7 CFR 220.2(b), unless otherwise specified.

(k) “Minimally processed” means fruits and vegetables prepared and handled to maintain their fresh nature while providing convenience to the user by pre-cleaning, washing, trimming, coring, slicing, shredding, and other similar actions. Other terms used to refer to minimally processed products are “lightly processed,” “partially processed,” “fresh processed,” and “prepared.”

(l) “Nonprofit [school] food service” means all food service operations conducted by the School Food Authority principally for the benefit of school children, all of the revenue from which is used solely for the operation or improvement of such food service.

(m) “Nutrition education” means a broad range of activities that promote and enable healthy eating behaviors.

(n) “Nutritious fruits or vegetables” means fruits or vegetables that are fresh, or that are canned, dried, or frozen. Fruits or vegetables that are canned, dried or frozen shall meet the specifications established for fruits and vegetables obtained under the United States Department of Agriculture’s Food Distribution Program, pursuant to 7 CFR 250.

(o) “School Breakfast Program” (SBP) means the federal program operated pursuant to 7 CFR 220.2(b).

(p) “Serving” means an amount of fruit(s) and/or vegetable(s), equal to one half (1/2) cup or as referenced in the United States Department of Agriculture (USDA) *Food Buying Guide for Child Nutrition Programs* (2001 edition).

(q) “Site” means a public elementary school, middle school, junior high school, or high school, including a charter school, in California, operating classes for pupils in a single building or complex of buildings, or any public classes of preprimary grade when they are conducted in the aforementioned school that participate in the School Breakfast Program.

(r) “Supplant” means “to substitute for” and/or “take the place of.”

(s) “Supplement” means (1) an additional serving to the number of fruit or vegetable servings provided in the SBP prior to claiming CFS Pilot Program reimbursement, or (2)

increasing by no less than 90 percent of the CFS Pilot Program reimbursement the total expenditure for fruit or vegetables served as part of a SBP.

(t) "Tasting and Sampling" means offering a taste or small portion of fresh fruits and/or vegetables to pupils not as part of the SBP or NSLP.

(u) "Universal classroom breakfast" means providing all children breakfast in the classroom at no charge.

(v) "Vegetable" means a plant cultivated for an edible part, such as the root, stem, leaf, or flower, such as spinach, broccoli or carrot.

NOTE: Authority cited: Section 49565.8, Education Code. Reference: Sections 8482.3, 38080 et seq., 49534 and 49565, Education Code; Title 7 CFR Parts 210 and 220; Child Nutrition and WIC Reauthorization Act of 2004, P.L. 108-265; Child Nutrition Act of 1966 as amended by P.L. 108-265.

§ 15568. Requirements for Participation.

All school districts and charter schools that operate a SBP are eligible to participate in the CFS Pilot Program. To receive reimbursement, the school district or charter school shall:

(a)(1) Provide one or more supplemental servings of nutritious fruits or vegetables, or both, at breakfast, at no additional charge to a pupil;

(2) If already serving two nutritious fruits and/or vegetables at a site during breakfast, the district or charter school may provide one to two servings of nutritious fruits and vegetables for after school snacks. Such snacks do not need to be provided through the National School Lunch Program (NSLP), but if they are, serving size requirements may differ from the one-half (1/2) cup required for the CFS Pilot Program.

(b) Spend at least 90 percent of the CFS Pilot Program funding received on the direct purchase of nutritious fruits or vegetables, or both, and give priority to purchasing California-produced fresh fruits or vegetables.

(c) Not spend any of the funding for the purchase of juice or for the provision of fruits and vegetables that have been deep fried.

(d) Provide data as required by the independent evaluator pursuant to Education Code section 49565.7(b).

(e) Deposit all reimbursements in the nonprofit food service account of the school district or charter school.

(f) Use the reimbursement to supplement, but not to supplant, state and federal funding used to support the SBP.

(g) Expend the CFS Pilot Program reimbursement funds only for the benefit of participating school sites.

(h) Claim reimbursement only for meals that provide at least one serving of a nutritious fruit and/or vegetable that is not juice or a fruit or vegetable that has been deep fried. Reimbursement can be claimed for meals served on all or some school days.

(i) Include tasting and sampling of nutritious fruits and vegetables as part of nutrition education at school sites participating in the CFS Pilot Program. Strategies for nutrition education that include tasting and sampling of nutritious fruits or vegetables, or both, may include, but are not limited to:

(1) Educational sampling and tasting supported with nutrition education.

(2) An offering of fruits or vegetables in the classroom that is reinforced with nutrition and agricultural bulletins.

(3) A monthly school campus farmers' market that highlights California fruits and vegetables for the student body to sample and taste, including:

(a) Demonstration markets that allow students or school-sponsored organizations to sell and offer samples of California’s fruits and vegetables, obtained by the school, school district, or school organization directly from farmers to students.

(b) Certified farmers’ markets operated by, or in coordination with, students or school-sponsored organizations, on school grounds, in compliance with applicable state statutes and regulations.

(4) A produce sampling program that supports a school garden's harvest through additional purchases of local, in-season fruits or vegetables to be used for a sampling and tasting program for the school campus featuring what is growing in the school garden.

NOTE: Authority cited: Sections 33031 and 49565.8, Education Code. Reference: Sections 49565.1, 49565.2, 49565.3, 49565.4, and 49565.6, Education Code.

§ 15569. Strategies.

Specific strategies for the provision of one to two servings of nutritious fruits or vegetables, or both, may include, but not be limited to, one or more of the following:

(a) Fruit bars containing choices of nutritious fruits or vegetables, or both.

(b) Grab and Go breakfasts with one to two servings of nutritious fruits or vegetables, or both, to be eaten on the school campus.

(c) Universal Classroom Breakfast that includes one to two servings of nutritious fruits or vegetables, or both.

NOTE: Authority cited: Sections 33031 and 49565.8, Education Code. Reference: Section 49565.5, Education Code.

ITEM # 44

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Proposed Guidelines for the Evaluation of the California Fresh Start (CFS) Pilot Program, Established by Senate Bill (SB) 281 (Maldonado)	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the California Fresh Start (CFS) Pilot Program evaluation guidelines (Attachment 1).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the initial presentation to the SBE of actions needed to implement SB 281 (Maldonado). This item was first presented as an information item for the SBE in December 2005.

SUMMARY OF KEY ISSUES

On September 15, 2005, Senate Bill 281 (Maldonado) was signed into law as an urgency measure. SB 281 added Article 11.5 (commencing with Section 49565) to the California *Education Code (EC)* and establishes the California Fresh Start (CFS) Pilot Program. The California Department of Education (CDE) will administer the CFS Pilot Program in consultation with the California Department of Food and Agriculture (CDFA) and the California Department of Health Services (DHS).

The goal of the CFS Pilot Program is to promote the consumption of fresh fruits and vegetables among schoolage children by providing $18.2 million in funding. Of the $18.2 million, $17.8 million of the funding is designated for the School Breakfast Programs (SBP), $100,000 is available for the development of an online professional development seminar, and $300,000 is available to contract for an independent comprehensive evaluation of the CFS Pilot Program. The law encourages public schools maintaining kindergarten or any of grades 1 to 12, inclusive, to provide fruits and vegetables that are not juice and have not been deep-fried to pupils in order to enhance the fruits and vegetables served in a SBP. Public school districts and charter schools participating in the SBP may participate in the CFS Pilot Program and apply for reimbursement of ten cents ($0.10) per meal to supplement, but not supplant, a school breakfast program.

To conduct the independent evaluation of the CFS Pilot Program, the California Department of Education's (CDE) Nutrition Services Division (NSD) will be releasing to County Offices of Education and California Community Colleges a Request for Application (RFA) for a competitively awarded grant to conduct the evaluation. The goal of the CFS Pilot Program evaluation is to provide policymakers with the information they need to determine the program's effectiveness.

The *EC* 49565.8 requires CDE to consult with the SBE as well as the California Departments of Food and Agriculture (CDFA) and Health Services (DHS), on the guidelines for the CFS Pilot Program evaluation. The CDE has consulted with CDFA and DHS in development of the guidelines for the evaluation and is submitting them to the SBE for their approval.

FISCAL ANALYSIS (AS APPROPRIATE)

Not applicable.

ATTACHMENT(S)

Attachment 1: California Fresh Start Pilot Program Comprehensive Evaluation Guidelines (5 Pages)

Attachment 2: Senate Bill No. 281 (3 Pages)

California Fresh Start Pilot Program
Comprehensive Evaluation Guidelines

Goal for the California Fresh Start (CFS) Pilot Program Evaluation

The goal is to contract for an independent evaluation of the CFS Pilot Program that provides policymakers the information they need to determine whether or not to continue the pilot program and/or establish it on an ongoing basis.

Background Considerations

- Participating districts/charter schools receive $.10 per eligible breakfast served, with at least $.09 required to be spent on the direct procurement of fruits and vegetables, with priority given to fresh fruits and vegetables produced in California.

- The cost per serving of a fresh fruit or vegetable purchased in accordance with the CFS Pilot Program will likely exceed the reimbursement received.

- The remaining $0.01 available per eligible meal may be used to offset the additional labor required (e.g., to collect and report information not otherwise maintained, and/or prepare and serve fresh fruits and vegetables), and also must cover the required nutrition education component.

- Districts/Charter schools are likely to incur administrative and nutrition education costs exceeding the $0.01 available per meal served, and some have indicated that they are likely not to participate in the CFS Pilot Program, particularly if the evaluation requires them to collect and submit data they would not otherwise maintain.

Overview of the Evaluation Plan

All participating school districts and charter schools will be required to maintain documentation reflecting that the $0.10 reimbursement provided for in the CFS Pilot Program was spent according to Program requirements, and be able to provide this information to an independent evaluator. Districts and charter schools will be required to maintain documentation that validates Program compliance, including the following:

- Names/Locations of participating sites and their Average Daily Attendance (ADA)

- Number of participants per site

- Menus, with items listed as served

- Menu production records

- Standardized recipes

- Invoices/Receipts
- Transport records (if applicable)

The evaluation will also collect and analyze information on the strategies used by districts and charter schools to maximize:

- Use of the reimbursement funding in compliance with Program requirements, and
- Consumption of fruits and vegetables.

Participating districts/charter schools will maintain fiscal documentation in accordance with generally accepted accounting principles. The independent evaluator and/or CDE staff is expected to visit a sample of school sites to assess the CFS Pilot Program first-hand.

The independent evaluator will be directed to strongly consider the unreimbursed labor costs required to produce additional records and limit such requests to only necessary and required items so that the evaluation does not constitute a barrier to participation in the CFS Pilot Program. However, the evaluator will be encouraged to identify a sample of participating sites and visit or require additional documentation from them in order to conduct a more thorough review as part of the comprehensive evaluation.

The CDE will make available to the independent evaluator quarterly data reflecting the number of sites participating and the reimbursement claimed by school districts and charter schools.

Evaluation Guidelines
The guidelines for the CFS comprehensive evaluation design and plan are as follows:

I. Expenditure of Funds

A fiscal analysis of how CFS funds were spent by participating school districts/ charter schools will be a required component of the evaluation. Questions to guide the evaluation plan and design may include, but not be limited to, the following:

- How did participating school districts/charter schools spend the additional $0.10 reimbursement?
- How much in CFS funds did they spend on fruits and vegetables?
- How much in CFS funds did they spend on fresh fruits and vegetables?
- How much in CFS funds was able to be identified as spent on California grown fruits and vegetables?

- How much in CFS funds was spent on “other” allowable expenditures, including nutrition education, and what were the other expenditures?

- To what extent were any of these “other” expenditures one-time, large fiscal outlays to improve food service facilities/equipment?

- To what extent were CFS reimbursements supplemented with other funds in order to provide at least one serving per day of fresh fruits or vegetables?

- To what extent were CFS reimbursements supplemented with other funds in order to provide for nutrition education, training, and extra labor costs?

- Was the CFS reimbursement sufficient to provide for one to two servings of fresh fruits and/or vegetables?

- To what extent did school districts/charter schools comply with the fiscal requirements of the reimbursement (90 percent being used for fruits and vegetables and no more than 10 percent for “other” allowed expenditures)?

- What fruits and vegetables were purchased, including the pack (i.e., fresh, dried, canned or frozen)?

- What, if any, were the fiscal barriers to offering more fresh fruits and vegetables?

II. Program Participation

- What was the profile of participating school districts/charter schools?

- How many schools started a new breakfast program in order to take part in the CFS Pilot Program?

- Was participation in the CFS Pilot Program associated with a change in the rate of School Breakfast Program participation among students eligible for free, reduced priced or paid meals?

- What, if any, changes occurred in school breakfast (or after school snack) participation before and after implementation of the CFS Pilot Program?

- What percent of eligible school districts/charter schools participated in the CFS Pilot Program?

- How many sites provided fruits or vegetables as after school snacks because they already offered two servings of nutritious fruits and vegetables for breakfast?

- What effect, if any, did encouraging fresh fruits and vegetables have on food service labor costs, including food procurement, preparation, and record keeping/claims?

- How many schools experienced increases in meal participation over the implementation period of the CFS Pilot Program?

- What were the barriers, if any, to school districts/charter schools participating in the CFS Pilot Program?

- What methods were used to promote student participation in the CFS Pilot Program?

- What were the barriers, if any, to student participation in the CFS Pilot Program?

- What were the drop-out rates and reasons schools dropped out of the CFS Pilot Program, if applicable?

- What types of vendors were used or business arrangements made to procure the additional fruits and vegetables?

- What, if any, were the program barriers to offering more fresh fruits and vegetables (e.g., janitorial issues, bus/class schedules)?

III. Effect on Child Nutrition Programs

- What methods were used to offer/serve/market the additional fruits and vegetables provided to students?

- Were food service facilities/equipment adequate to handle storage, preparation, and service of the additional fruits and vegetables? Were they barriers to participation?

- What training needs were identified?

- Was training provided for food service personnel regarding the purchase, storage, safe food handling, preparation, marketing, and service of fruits and vegetables for students? If so, how?

- What was the best medium to provide the training (e.g. online, in person)?

IV. Effect on Students

- What types of fruits and vegetables were noted as best received by students? Were any noted as not well accepted?

- What were the student responses to the CFS Pilot Program?

V. Nutrition Education

- What types of nutrition education strategies (separated by elementary, middle, and high school levels) that included student fruit and vegetable tasting and sampling were employed by schools to improve students' knowledge, attitudes, and selection of fruits and vegetables?

- How often were these strategies used and how and where did they occur?

- Was a nutrition education curriculum used or developed? If so, which curricula were used?

- To what extent did schools partner with others (e.g., teachers, other school or community based organizations such as the student Nutrition Advisory Councils (NAC), local farm/agriculture, Farm to School, Department of Health Services (DHS), Nutrition-network funded programs, Local Health Department) in order to implement the required nutrition education component?

- To what extent did schools need and have access to nutrition education materials?

- Were the nutrition education strategies used deemed successful?

- What were the barriers, if any, to providing nutrition education on a consistent or regular basis?

VI. Recommendations for CFS Pilot Program Improvement

- What methods did school districts/charter schools and students use to overcome the barriers to participation in the CFS Pilot Program?

- What changes/improvements should be made in the CFS Pilot Program to maximize district/charter school participation in successfully promoting the provision of fresh fruits and vegetables in the School Breakfast Program?

Senate Bill No. 281
CHAPTER 236
An act to add Article 11.5 (commencing with Section 49565) to Chapter 9 of Part 27 of the Education Code, relating to pupil nutrition, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.
[Approved by Governor September 15, 2005. Filed with Secretary of State September 15, 2005.]
legislative counsel's digest
SB 281, Maldonado. California Fresh Start Pilot Program.
Existing state and federal laws require all schools participating in meal programs to provide nutritious food and beverages to pupils.
Existing law requires that the sale of all foods on school grounds at an elementary school be approved for compliance with specified nutrition standards.
Existing law requires that a minimum of 50% of the food items, except as specified, offered for sale each schoolday at any schoolsite by any entity or organization during regular school hours be selected from a list of specified items, including specified fruits, vegetables, and fruit and vegetable juices.
Existing law requires the State Department of Health Services to establish and implement, to the extent funds other than state general funds are available, a "5 A Day—For Better Health" program for the purpose of promoting public awareness of the need to increase the consumption of fruits and vegetables as part of a low-fat, high-fiber diet in order to improve health and prevent major chronic diseases, including diet-related cancers.
This bill would establish, within the State Department of Education, the California Fresh Start Pilot Program, to be administered by the department, in consultation with the Department of Food and Agriculture and the State Department of Health Services, in order to encourage public schools maintaining kindergarten or any of grades 1 to 12, inclusive, to provide fruits and vegetables that have not been deep fried to pupils in order to supplement other fruits and vegetables that have not been deep fried and that are available to those pupils, and in order to promote the consumption of nutritious fruits and vegetables by schoolage children.
The bill would make an appropriation by requiring that, of the funds appropriated in a specified item of the Budget Act of 2005, $400,000 shall be available for the department to provide grants to a county office of education or a community college selected on a competitive basis, to be allocated in the amount of not more than $100,000 to develop an online professional development seminar for schoolsite staff on serving, marketing, and promoting nutritious fruits and vegetables, and not more than $300,000 to contract with an independent evaluator to conduct a comprehensive evaluation, as specified.
The bill would require the department, in consultation with the Department of Food and Agriculture, the State Department of Health Services, and the State Board of Education, to develop emergency regulations necessary to implement the program and to establish guidelines for the administration and evaluation of the program.
This bill would declare that it is to take effect immediately as an urgency statute.
Appropriation: yes.
The people of the State of California do enact as follows:

SECTION 1. Article 11.5 (commencing with Section 49565) is added to Chapter 9 of Part 27 of the Education Code, to read:

Article 11.5. The California Fresh Start Pilot Program

49565. (a) There is hereby established within the department the California Fresh Start Pilot Program to provide fresh fruits and vegetable for public school pupils. This program shall be administered by the department, in consultation with the Department of Food and Agriculture and the State Department of Health Services.

(b) The program is intended to encourage public schools maintaining kindergarten or any of grades 1 to 12, inclusive, to provide fruits and vegetables that have not been deep fried to pupils in order to supplement other fruits and vegetables that have not been deep fried and that are available to those pupils, and in order to promote the consumption of fresh fruits and vegetables by schoolage children.

(c) Fruits and vegetables that have not been deep fried that are provided pursuant to this article shall be provided free of charge to a pupil, where appropriate.

(d) Fruits and vegetables that have not been deep fried that are provided pursuant to this article shall be provided during the schoolday, but not during regularly scheduled lunch periods.

(e) In making procurement decisions pursuant to this article, a school district or a charter school shall give priority to the purchase of fresh fruits and vegetables from California producers, when commercially available.

49565.1. (a) School districts and charter schools may apply for funding, appropriated for purposes of this article in the annual Budget Act or in another statute, for reimbursement of ten cents ($0.10) per meal, to be paid in quarterly installments by the department, to supplement, but not to supplant, a school breakfast program under Section 49550.3 or under the federal School Breakfast Program. These funds shall be deposited into the nonprofit food service account of the school district or charter school.

(b) The funds described in subdivision (a) shall be available to school districts and charter schools that meet all of the following criteria:

(1) Provide one to two servings of nutritious fruits or vegetables, or both, at breakfast, and give priority to serving fresh fruits and vegetables.

(2) Spend at least 90 percent of the funding for the direct purchase of nutritious fruits and vegetables.

(3) Do not spend any of the funding for the purchase of juice.

(4) Provide data as required by the independent evaluator pursuant to subdivision (b) of Section 49565.7.

49565.2. (a) The funds described in subdivision (a) of Section 49565.1 may be combined with other funding sources to ensure that at least one serving per day of nutritious fruits or vegetables, or both, is provided pursuant to the pilot program.

49565.3. Sites that already offer two servings of nutritious fruits or vegetables for breakfast may be reimbursed at ten cents ($0.10) per meal for providing nutritious fruits or vegetables for after school snacks.

49565.4. (a) School districts and charter schools that do not operate school breakfast programs are encouraged to apply for funding to establish breakfast programs using funds appropriated for this purpose in the annual Budget Act.

49565.5. Specific strategies for the provision of one to two servings of nutritious fruits or vegetables, or both, may include, but not be limited to, one or more of the following:

(a) Fruit bars located at the school cafeteria with a minimum of three

choices of fruits or vegetables, or both.
(b) Grab-and-go breakfasts with one to two servings of fruits or vegetables, or both, to be eaten on the school campus.
(c) Universal classroom breakfast that includes one to two servings of fruits or vegetables, or both.
49565.6. As a condition of receipt of funds, schoolsites participating in this program shall include tasting and sampling of nutritious fruits and vegetables as part of nutrition education. Strategies for nutrition education that include tasting and sampling of nutritious fruits or vegetables, or both, may include, but not be limited to:
(a) Educational sampling and tasting supported with nutrition education.
(b) An offering of fruits or vegetables in the classroom that is reinforced with nutrition and agricultural bulletins.
(c) A monthly school campus farmers' market that allows opportunities for school clubs, organizations, boosters, sports teams, and other groups to organize a farmers' market that highlights California produce for the student body to sample and taste.
(d) A produce sampling program that supports a school garden's harvest through additional purchases of local, in-season fruits or vegetables to be used for a sampling and tasting program for the school campus featuring what is growing in the school garden.
49565.7. Of the funds appropriated for this purpose in Schedule (9) of Item 6110-485 of Section 2.00 of the Budget Act of 2005 (Ch. 38, Stats. 2005), as amended by Chapter 39 of the Statutes of 2005, four hundred thousand dollars ($400,000) shall be available for the State Department of Education to provide grants to a county office of education or a community college selected on a competitive basis, to be allocated as follows:
(a) Not more than one hundred thousand dollars ($100,000) to develop an online professional development seminar for schoolsite staff on serving, including safe handling guidelines, marketing, and promoting nutritious fruits and vegetables.
(b) Not more than three hundred thousand dollars ($300,000) to contract with an independent evaluator to conduct a comprehensive evaluation, including a determination of the need for educational materials for pupils and staff professional development programs on the safe handling, serving, and marketing of nutritious fruits and vegetables as part of the California Fresh Start Pilot Program.
49565.8. The department, in consultation with the Department of Food and Agriculture, the State Department of Health Services, and the State Board of Education, shall do both of the following:
(a) Develop emergency regulations, as it deems necessary, to implement the program established pursuant to this article.
(b) Establish guidelines for the evaluation of the program developed pursuant to this article.
SEC. 2. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:
In order to make the necessary statutory changes to implement the Budget Act of 2005 at the earliest time possible, it is necessary that this act take effect immediately.

ITEM # 45

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Chief Business Officer Training Program: Approve Criteria and Application Process	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve: (1) training criteria for chief business officers (CBOs); and (2) the application process for prospective state-qualified training providers.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

None.

SUMMARY OF KEY ISSUES

Rationale for training program:

CDE's October 11, 2005, Information Memorandum to the SBE discussed the provisions of Senate Bill (SB) 352 (Chapter 356, Statutes of 2005) by Senator Scott, which established a training program for CBOs. Administered by the State Superintendent of Public Instruction, with the approval of the SBE, this program provides incentive funding for school districts and county offices of education to send their CBOs or CBO candidates to training provided by state-qualified providers.

SB 352 was prompted by the recent increase in the number of local educational agencies (LEAs) experiencing financial difficulty and the shortage of experienced, well-qualified CBOs. Since 2000-2001, qualified certifications of LEA budgets have doubled, and negative certifications have increased five times. Negative and qualified designations are used to identify LEAs in stages of financial distress.

Currently, five districts are under some level of state administration, requiring loans from the State to maintain viability. Providing a comprehensive, intensive training course for school district and county office CBOs may help to reduce the number of LEAs which find themselves in these situations. CBOs are responsible for every financial and operational aspect of school districts, yet there are no standard requirements for these positions, nor has there been any state-sponsored training for them. SB 352 is an effort

to provide standardized training with the hope that it results in better fiscal health for school districts.

Process for Developing Training Criteria and Provider Application
SB 352 specifies that the State Board of Education develop "rigorous criteria for the approval of state-qualified training providers... in consultation with the Fiscal Crisis and Management Assistance Team (FCMAT), CDE, and... any other individual or group with expertise…."

Staff developed an initial draft of the business officer training criteria based on our knowledge and understanding of what it means to be a CBO in a school district, and on the many good and relevant courses currently being offered in California. Several state colleges and universities, as well as the California Association of School Business Officials (CASBO) and the Association of California School Administrators (ACSA) provide classes, workshops, seminars, and programs in various areas of school business management and finance. Staff drew from these courses and others in developing the draft criteria.

CDE finalized the criteria and application process after consulting with subject area experts, including the FCMAT, the Department of Finance, the Secretary of Education, Senator Scott's office, the Legislative Analyst's Office, and a broad range of chief business officers and superintendents of school districts and county offices of education.

Timeline (Attachment 1)
In order to begin distributing funds in July 2006 to the first school districts with approved applicants for CBO training, staff is on an ambitious timeline. We hope to begin accepting provider applications in April, and LEA applications in June. The attached proposed timeline indicates the points in time where SBE approval is necessary in order to proceed to the next step. Approval of the criteria and application process at this point in time will allow us to move ahead consistent with the timeline.

Training Criteria (Attachment 2)
SB 352 specifies that the training programs offered "shall be conducted for no fewer than 200 hours" including a minimum of 40 hours of "intensive individualized support and professional development."

The training criteria presented for approval are consistent with the legislation. The curriculum is broken down into general course areas, with minimum hours of instruction for each area. All state-qualified training providers must offer courses consistent with the curriculum of 200 hours of instruction, including a minimum of 40 hours of individualized support, which can be an application of the knowledge and skills learned in the coursework, or another type of mentoring program. The curriculum was developed following the guidance spelled out in SB 352, and supplemented by additional courses determined to be necessary for CBOs.

Application Process for State-approved Providers

In considering the application process for state-qualified training providers, we followed the model developed by the CDE and the SBE in the Principal Training Program (Assembly Bill (AB) 75, Chapter 697, Statutes of 2001). To be considered for state approval as training providers, applicants will be asked to submit their training curriculum along with a description of the training setting and mode of delivery. Applicants must certify that their instructors have demonstrated knowledge, experience, and expertise in the subject matter they will teach, and that they have appropriate training experience. The application will be submitted electronically; ultimately, the information in the application, as well as the instructors' qualifications and any other pertinent information about the training program offered will be accessible online for use by prospective trainees in determining and selecting the training program that best meets their needs.

Next Steps

1. Once the SBE approves the criteria and provider application process, staff will make the information available online to potential training providers so that they may apply to be state-qualified providers.
2. The CDE will review applications received and recommend a list of providers for approval at the May SBE meeting and subsequent meetings.
3. The CDE will distribute the list of approved providers along with the LEA application and assurance packet to LEAs.
4. LEAs may begin submitting their requests for funding their candidates.
5. The SBE will approve the first candidates and awards at the July SBE meeting.

FISCAL ANALYSIS (AS APPROPRIATE)

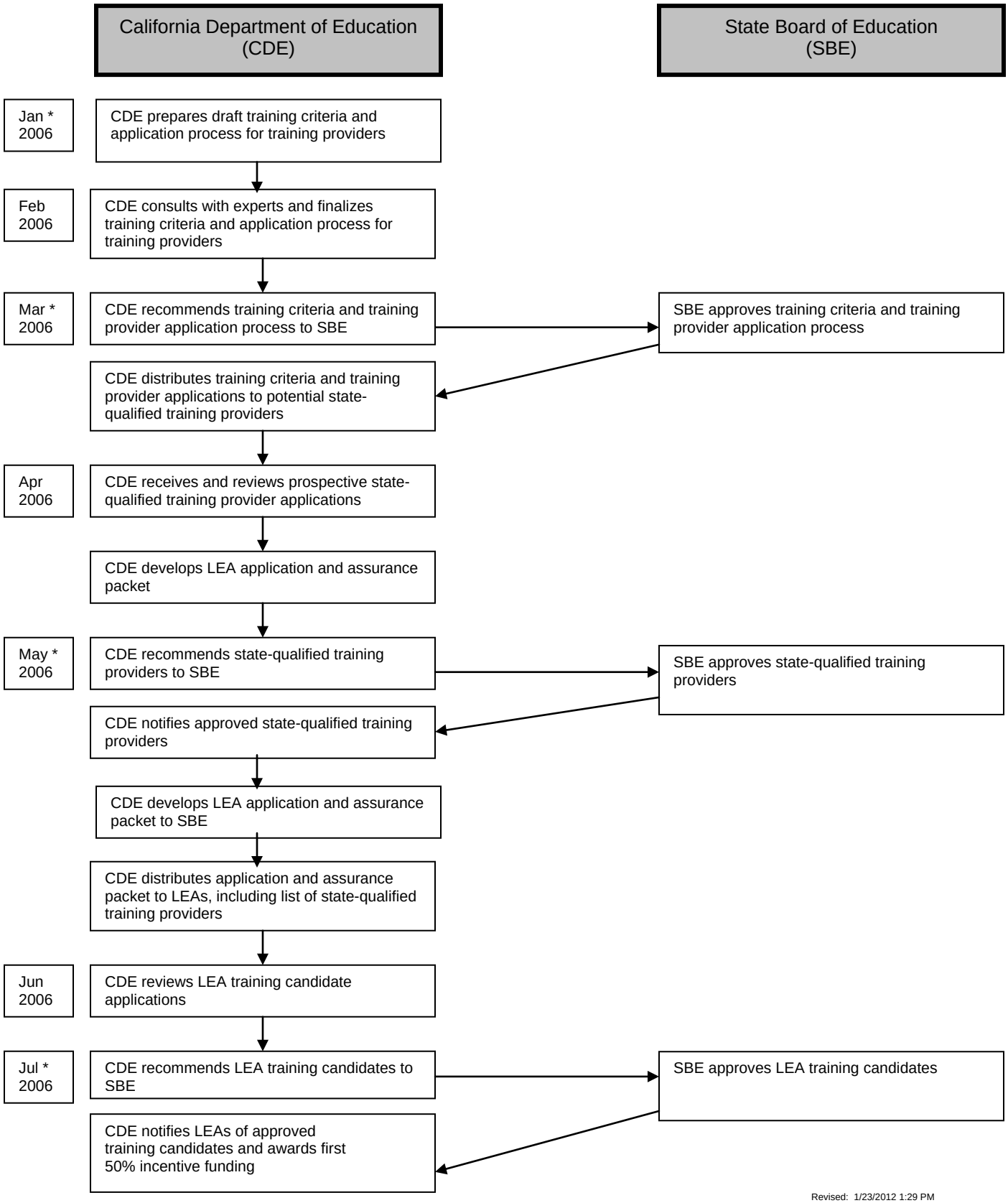
The 2005-06 Budget Act appropriated $1.05 million for the purpose of implementing SB 352, with the intent of providing funds for 350 CBO trainees.

ATTACHMENT(S)

Attachment 1: Proposed Timeline for January 2006 - July 2006 (1 Page)

Attachment 2: Training Criteria will be provided in a last minute memorandum

Chief Business Officer Training Program
Proposed Timeline for January 2006 – July 2006



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* SBE meetings

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: March 1, 2006

TO: **MEMBERS, STATE BOARD OF EDUCATION**

FROM: Susan Lange, Deputy Superintendent
Finance, Technology, and Administration Branch

RE: Item No. 45

SUBJECT: Chief Business Officer Training Program – Approve Criteria and Application Process

Attached is the draft Criteria for State-qualified Training Providers, consisting of the Training Program and the provider Qualifications and Application Process.

Chief Business Officer Training Program
Criteria for State-Qualified Training Providers

Senate Bill (SB) 352 specifies that the State Board of Education (SBE) develop "rigorous criteria for the approval of state-qualified training providers," and that "a training program... shall be conducted for no fewer than 200 hours, a minimum of 40 hours of which shall involve intensive individualized support and professional development...." The legislation further directs the SBE to establish an application process by which public agencies and private organizations may apply to be state-qualified training providers and to ensure that the agency or organization is able to deliver a training program that meets the criteria.

The first component – the training program – is categorized into the four main areas indicated in the legislation: school finance, accounting and auditing; school operations; leadership; and intensive individualized support and professional development. Because it is also essential for chief business officers (CBO) to understand the history, funding, and operations of charter schools, that has been added as another area of training. Each of these headings is further defined consistent with SB 352, and additional topics have been added in order to present a complete and comprehensive program of instruction for CBOs.

State-qualified providers must offer a curriculum that includes, but is not necessarily limited to, these subject matters. The courses need not have the same titles or be grouped in the same manner; however, they must include the basic topics listed. Further, providers may determine the extent to which each topic is covered. It should also be noted that, in accordance with SB 352, the training is for persons already employed as CBOs, as well as for candidates nominated for the training by districts and county offices of education. In other words, the knowledge base of the training candidates may be quite diverse.

The second component of the CBO Training Program criteria is the provider application process, in which providers must demonstrate that they have the qualifications necessary for state approval. Prospective applicants will be asked to show that their training program is consistent with the SBE-approved curriculum, and that they are experienced in and capable of delivering such training. They will need to describe their organization's history in providing such training and must give their assurance that the instructors are experts in their respective subject areas. The electronic application will include the provider's curriculum, as well as its organizational and instructional qualifications.

The following pages detail the training program, the training provider qualifications, and the application process.

TRAINING PROGRAM

1. School Finance, Accounting, and Auditing (70 hours minimum)

Overview of School Business Administration
Overview of the history, concepts, and legal aspects of financing public schools in California; Proposition 98 and the state's economy; the philosophical, sociological, and political forces that bring pressure for change and their significance for school business officers; the role of the CBO in ensuring the district's financial solvency; legal issues typically encountered in the day-to-day operations of CBOs; the role of the CBO and the organization, structure, and function of a school district's business division and its impact on the educational program; the relationship between the CBO, the superintendent, and the local school board; understanding the role of the CBO in the broad context of public education.

School Business Accounting
School district financial and managerial accounting, accounting system components; the standardized account code structure (SACS); modified accrual accounting; relevant Governmental Accounting Standards Board (GASB) statements; knowledge of different software systems; student body organization funds, state and federal projects, certificated and classified payroll as it relates to school district accounting and retirement system reporting and payroll tax reporting; year-end closing; the legal requirements and the reporting functions that affect the organization and management of accounting processes in school systems; effective internal controls.

Average Daily Attendance Projections and Accounting
In-depth focus on student attendance accounting, record-keeping, reporting, and audit requirements mandated for kindergarten through grade twelve school districts; projecting a district's average daily attendance (ADA): birth rate data, historical trends, building trends; ongoing monitoring of ADA; how ADA is calculated; instructional time requirements, declining enrollment, highly qualified teacher/credential requirements, charter school credential requirements for claiming ADA; how charter schools affect district attendance; review of independent study and other instructional strategies and delivery systems, including legal and compliance issues; state-required forms; the relationship between income and student attendance; successful techniques, models and methods for increasing student attendance.

Revenue Limits
An in-depth study of how revenue limit funding works, including a conceptual overview as well as specific formulas; an historical perspective including *Serrano vs. Priest*, Proposition 13, and the Gann Limit; covers cost of living adjustments, deficits, equalization, and charter schools.

Categorical Program Management
A review of categorical funds, including understanding restricted and unrestricted funds; managing state and federal categorical funds; supplant versus supplement; methods for documenting costs for restricted funds; time accounting for federal program funds;

examples of flexibility such as mega-item transfer and Assembly Bill (AB) 825 categorical block transfer; defining goals and aligning categorical dollars.

Budget Development and Monitoring
Techniques and strategies for developing, monitoring and evaluating district, department, and site budgets emphasizing multi-year projections, assumptions; trend analysis; revenue projections; monitoring results against projections; collaborative development approaches and increased accountability; zero based budgeting versus maintenance budgeting; working with directors who manage budgets; SACS technical checklist, and standards and criteria for self-monitoring; budget calendar; the impact of local district philosophy and state requirements on the budget development process; strategies and techniques to increase and maximize revenues, be more efficient, and reduce budgets; staffing projections, using historical data in projecting operational costs; position control; managerial skills necessary to prepare, administer and present/communicate the district budget; the state's economy and budget (including Proposition 98), and implications for schools and districts.

Cash Management
Covers treasury operations including bank relations, debt issuance and management of investments; reconciliation, imprest and student body accounts, electronic funds transfer, positive pay, check printing, armored car pick up; preparing and monitoring a meaningful cash flow; understanding the relationship between cash and fund balance, and district wide versus general fund cash; operational cash flows and project based cash flows; the state apportionment schedule, taxes, borrowing strategies, such as Tax and Revenue Anticipation Notes (TRANs), or from other funds, or the county.

AB 1200
A review of the AB 1200 process, as enhanced by AB 2756, including how to identify potential fiscal solvency issues, and strategies to address those issues; review of audits and collective bargaining agreements; the budget and interim report process and timeline, qualified and negative certifications, the definition of financially troubled districts, and the options available to the county and the state to ensure fiscal solvency.

Financial Reporting
Covers the financial reporting process, including the necessary information gathering: budget, interim reports, unaudited actuals, indirect cost rate, audit reports, payroll and retirement reports, collective bargaining reports, etc.; budget and financial reporting calendar and timelines; the statewide SACS; year-end closing; continual budget reports to the board and the community; understanding how fiscal data are used.

Auditing
Covers the purpose of audits, the audit process, and preparing for an audit; critical internal audit functions; using audit reports as a management tool; understanding and posting audit adjustments; writing an effective Management Discussion and Analysis; the importance of good internal controls; managing auditing procedures that comply with federal, state, and local requirements; the legal requirements and specific reporting functions affecting the organization and management of auditing processes in school

systems; implementing procedures and processes to address audit findings, including the audit appeal process.

2. School Operations (50 hours minimum)

Facilities Planning and Construction

An overview of the construction process from planning to culmination; the interrelationships and functions of the Office of the State Architect, California Department of Education, State Allocation Board, county and city agencies, and building inspection requirements; redevelopment agency built schools; the interaction of school boards, superintendents, architects, maintenance staff, purchasing, accounting, local agencies/contractors and facilities planning staff; educational specifications relating to school construction, financing strategies and debt issuance process, master planning and property management, and enrollment projections; negotiating the purchase or lease of a facility; developing a Facilities Master Plan, select school sites, plan construction projects, construct capital facility projects, and assess completed projects; the regulatory and funding differences among site acquisition, new construction, and modernization; how facilities are funded; asset management of existing site revenue generation; charter schools; general obligation bonds, developer fees, and alternate sources of funding.

Maintenance and Operations

An overview of the importance of maintaining a district's buildings and grounds, including the *Williams* Settlement and its provisions; meeting safety standards, optimizing maintenance resources and capital equipment life, minimizing energy usage; determining adequate custodial, maintenance and grounds staff; understanding the responsibilities and services necessary in a school district; legal restrictions on contracting out; bidding process; routine repair and maintenance account; leasing vs. purchase; capitalization plan; replacement of equipment; preventive and deferred maintenance; the Deferred Maintenance Program, including the five-year plan, eligible projects, etc.

Transportation

An overview of laws and regulations governing school district transportation, including Special Education transportation needs; establishing/recommending service criteria (walking distances, parent fees, athletic/field trip); transportation schedules and cost effectiveness; school bus replacement for small districts; evaluating costs, managing liability, protecting assets, ensuring student/staff safety; transportation service providers; best practices regarding fleet maintenance and repairs; training employees, recommending delivery method (in-house or contract vendor); state funding; effective delivery systems for pupil transportation; alternative methods of financing and operating a pupil transportation system.

Food Services

Overview of the operation of food and nutritional services in public schools; methods for ensuring compliance with state and federal regulations, cost and accounting controls

and ways to contribute to the educational goals by providing nutritional meals and services to students; proper menu planning; state and federal law related to food service; legal requirements, organization, mission and staffing of food services; understanding revenue streams; legal requirements for food preparation; environment of service areas for student feeding; food service options for open vs. closed campuses.

Collective Bargaining and Contract Administration
Overview of California's public school collective bargaining and contract administration principles and processes, including a history of public school collective bargaining; approaches for developing and presenting contract language and determining strategies for handling grievances, impasse, fact finding, mediation, and arbitration; the role of the chief business official in classified and certificated collective bargaining; impact of budget committees on collective bargaining; equity considerations for bargaining units; being involved in the negotiation process; the types of negotiations and their advantages and disadvantages; understanding conflicting demands, and fiscal aspects; costing out proposals, including unit and resource, step and column, full-time equivalent (FTE), etc.; public disclosure documents; impact of collective bargaining on the budget; collective bargaining strategies for up and down year budgets.

Risk Management
Basic processes, goals, and strategies associated with risk management principles including legal aspects; interrelationship and functions among occupational safety and health act, Joint Powers Authority, third party administrators, brokers/consultants and insurance companies and the interaction with school boards, site administrators, the district office and interdepartmental operations and the injured worker or visitor; workers' compensation, employee benefits, property liability, safety issues and mandates, and alternative risk financing; the historical role of risk management in an organization and common risks, including how to mitigate accidents and losses; insurance programs for employees, liability, property and risk reduction; typical school district programs for insurance and optimal strategies for providing programs including self-insurance; excess liability and liability reinsurance programs; predicting and managing school district insurance risks; strategies for analyzing and responding to the insurance marketplace.

Purchasing and Warehousing
Covers the legal requirements, organization, mission, and staffing of purchasing and warehousing, separation of duties – adequate oversight of function and process for expenditure control; best practices for developing legal contracts; gift of public funds rules; bidding procedures, contracting, inventory control; fundamental concepts associated with purchasing processes and supply chain managements; just-in-time purchasing; standards of purchasing practice, bonding requirements and legal aspects of purchasing from the perspectives of the California *Public Contract Code* and the California *Commercial Code*.

Management Information Systems
Information and technology systems used in school finance and business operations; the role of information systems in school business; the role and importance of student

information systems in particular; security issues, including protecting private information records; computer-assisted management decision-making; integrating network applications; managing data and knowledge, and planning for future technology needs; the structure and organization of a management information system for both district and site operations; the different needs and demands on management information systems; methods of delivery; network management; planning and installing information and technology systems; selecting data processing equipment, and interfacing business and instructional information systems.

Personnel Administration
Covers the regulations, laws, and court cases relating to personnel administration in kindergarten through grade twelve districts, including workforce increase and reduction; salary calculations and salary schedules, creating contingency formulas for salary negotiations; highly qualified teachers, and credential and assignment monitoring; importance of position control, and of hiring and retaining good employees; effective personnel management; good supervision practices and techniques; personnel issues that affect the district, particularly business services; effectively evaluating subordinates; staff development; progressive discipline; understanding the interaction between Personnel and Business Services.

3. Leadership (20 hours minimum)

Principles of leadership and key components for becoming a visionary leader; methods for demonstrating vision, positive communication, positioning and empowerment which contribute to the success of CBOs and a strategic planning process that enhances a school district's ability to plan for the future; the expanding role of the chief school business officer with emphasis on leadership strategies and techniques, including organizational dynamics, communication, facilitation, and presentation skills; developing a professional support structure with other CBOs; district politics, legal communications, and confidentiality; how to facilitate meetings and lead groups; how to engage stakeholder groups in key decisions; conflict resolution strategies; collaboration skills and techniques; develop and implement long range plans; understanding the school board's role and responsibilities within the area of finance, and understanding the appropriate role and relationship with the governance team, district staff, parents, and community.

4. Charter Schools (20 hours minimum)

Covers the history of charter schools in California, including the impact on and interaction with school districts; how charter schools are financed; privately-issued debt instruments, the unique funding formulas; non classroom-based funding determinations, audit standards, financial reporting, corporate nonprofit accounting rules and practices; facilities needs and funding; analyzing and assessing charter school petitions; monitoring the fiscal solvency of charter schools.

5. Intensive Individualized Support and Professional Development (40 hours minimum – to be completed within two years after training commences)

Supervised practicum experiences within the area of school business; an application of knowledge, skills, and principles gained in coursework; for example, with approval of a mentor or advisor, a relevant or significant project is researched, completed, and presented to advisor/mentor, and/or district supervisor; projects might include procedural or training manuals; cost analysis studies; studies of classroom and staffing needs, student-teacher ratios, standardizing financial information; practicum experiences may also be ongoing throughout the program, with projects, assignments, and research associated with various subject areas; other mentoring programs that are well-defined and relevant may also satisfy this 40 hour requirement.

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TRAINING PROVIDER QUALIFICATIONS AND APPLICATION PROCESS

1. Qualifications

Various organizations and entities may qualify as training providers for CBOs. Accredited colleges and universities, professional associations or organizations whose primary purpose is to focus on school business, and local educational agencies such as county offices of education are considered to be qualified to provide training for CBOs. Other entities that can demonstrate success in providing such training may also be qualified.

Organizations and entities should be able to show a successful track record in delivering training for business officers. They should be well-managed with adequate staffing and resources, and their instructional methodologies and methods of delivery must be sound and appropriate for the course content. Providers will need to describe the instructional mode in sufficient detail to allow an assessment as to the adequacy of the training and the quality of the instruction.

Instructors must be experts in their respective subject areas with demonstrated knowledge, experience, and expertise in the subject matters they are teaching; it is also important that they have appropriate training experience.

2. Application

Training providers will be asked to complete an on-line application, and to include the following information:

- Training curriculum that meets the state's criteria, including an explanation of how the "intensive individualized support and professional development" requirement will be met
- Description of the organization's background and experience in providing professional development in the area of school business
- Description of training setting and delivery, including details of any online instruction
- Signed assurance that all instructors have demonstrated knowledge, experience, and expertise in the subject matter they will teach, and that they have appropriate training experience
- Signed assurance that participants will be surveyed about the quality of instruction and curriculum content

Providers approved by the SBE must make the information in the application, the instructors' qualifications, and any other pertinent information about the training program offered accessible online for use by prospective trainees in determining and selecting the training program that best meets their needs.

ITEM # 46

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
California State Plan 1999-2006 for the Workforce Investment Act, Title II: Adult Education and Family Literacy Act: Extension and Updates	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) extend the California State Plan 1999-2006 for the Workforce Investment Act, Title II: Adult Education and Family Literacy Act for one additional year and approve: (1) the proposed performance goals for 2006-07, (2) the updated list of standardized assessments, (3) the updated procedures, (4) the process of funding eligible providers for English Literacy and Civics Education, and (5) minor edits.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE adopted the initial submission of the California State Plan (1999-2004) for the Workforce Investment Act, Title II: Adult Education and Family Literacy Act in March 1999. The SBE approved subsequent revisions to the State Plan in February 2001, July 2001, January 2002, May 2002, February 2003, March 2004, and March 2005. The most recent action by the SBE in March 2005 was approval of a one-year extension (through June 30, 2006) and the 2005-06 performance goals.

SUMMARY OF KEY ISSUES

In keeping with the requirements of the U.S. Department of Education (ED), this agenda item proposes that the SBE extend the California State Plan for one additional year to provide continuation funding for currently funded providers, incorporate the proposed performance goals for 2006-07, update the list of standardized assessments, update the procedures and process of funding eligible providers for English Literacy and Civics Education, and make minor edits.

Background: The CDE receives federal funding through the Workforce Investment Act (WIA), Title II: Adult Education and Family Literacy Act (AEFLA). This funding is administered by the CDE's Adult Education Office to carry out the program provisions in

SUMMARY OF KEY ISSUES (Cont.)

the AEFLA. The AEFLA requires that 82.5 percent of the funding be used for grants to local agencies; 12.5 percent to support statewide leadership activities, i.e., professional development, data collection and reporting, student assessment, and information and technology; and no more than 5 percent for state administration.

Through this year, the administration of the program has been guided by the California State Plan 1999-2006, which was developed by the CDE and approved by the SBE and the ED. The CDE must submit any revisions to the State Plan for approval by the SBE prior to submitting such revisions to the ED. The State Plan represents the agreement between California and the ED about how the state will implement the provisions of the AEFLA, including the performance accountability system. This system utilizes competency-based curriculum, instruction, and assessment to measure student performance, as determined by the AEFLA. The AEFLA performance measures include student goal attainment, literacy level improvement, advancement, or completion, placement in postsecondary education, entered employment, and retained employment. The State Plan includes the annual performance goals for each AEFLA performance measure.

AEFLA and the California State Plan expire on June 30, 2006. Pursuant to the Program Memorandum from Beto Gonzalez, Acting Assistant Secretary for Vocational and Adult Education, ED, (Attachment 1), the ED is extending the AEFLA for one year and is requiring states to revise and extend their existing plans to incorporate new performance goals for 2006-07. The ED requested that states mark changes to the plan using Microsoft Word Track Changes format and submit only those sections to the plan. The revised plans are due to the ED by April 1, 2006.

Attached for the SBE's review and approval are the revised Chapters 5 and 6 of the State Plan (Attachment 2), which incorporates the continuation funding process into the plan along with the 2006-07 performance goals, the updated list of standardized assessments, the updated procedures and process of funding eligible providers for English Literacy and Civics Education, and minor edits.

The actual and projected performance goals are found in Chapter 5 on pages 5.5 and 5.6. The 2004-05 goals have been moved from the Projected Performance Levels column to the Achieved Performance Levels column. Projected performance levels for 2005-06 were negotiated with the ED based on the actual performance data from 2003-04. Projected performance levels for 2006-07 were negotiated on the actual performance from 2004-05. In instances where the projected performance levels from one year are lower than the previous year, it is due to lower actual performance of two years prior. Since the 2005-06 actual performance data are unavailable, the proposed 2006-07 performance goals are based on the 2004-05 achieved performance data. These proposed goals reflect increases consistent with the requirements stated in the ED Policy Memorandum and are pending the approval by the ED administration. The ED staff will confirm prior to the March SBE meeting whether it is necessary to revise

SUMMARY OF KEY ISSUES (Cont.)

any of the proposed goals. If this should happen, the SBE will be notified prior to the March meeting through a last minute memorandum.

The updated list of the Comprehensive Adult Student Assessment System (CASAS) standardized assessment instruments is found in Chapter 5 on page 5.2. This table has been changed to delete assessments measuring level completion and to add newly developed assessments and assessments that are currently under development. The level completion assessments are deleted to conform to the requirements of the National Reporting System (NRS) for Adult Education. The new assessments and those under development are added for informational purposes.

The changes to the English Literacy and Civics Education funding procedures and process are found in Chapter 6 on pages 6.8 through 6.11. The revisions delete the previous titles of the program components and replace them with the new titles, delete the previous allocation method and replace it with the new allocation method, and add key dates for 2006-07.

FISCAL ANALYSIS (AS APPROPRIATE)

This is a one-year extension of the existing provisions of the State Plan with changes made to Chapters 5 and 6 to allow for continuation funding of existing providers for 2006-07 and approval of performance goals for 2006-07, the updated list of standardized assessments, the updated procedures and process of funding eligible providers for English Literacy and Civics Education, and minor edits. The extension is required so that California will continue to receive funding through the AEFLA. No state funding is required or requested. Failure to approve the State Plan revision will result in the loss or delay of the Federal AEFLA Grant of an estimated $80,658,897.

ATTACHMENT(S)

Attachment 1: Program Memorandum from Beto Gonzalez, Acting Assistant Secretary for Vocational and Adult Education, United States Department of Education, dated December 19, 2005 (2 pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education Office.)

Attachment 2: Chapters 5 and 6 of the California State Plan (19 pages)

Chapter 5

Performance Measures

Section 224(b)(4) requires a description of the performance measures described in Section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the state or outlying area.

5.0 Performance Measures (Section 224(b)(4))

Pursuant to Section 212, CDE will establish and implement a comprehensive performance accountability system. To optimize the return on investment of Federal funds in adult education and literacy activities, the accountability system will assess the effectiveness of eligible local providers' achievement in continuously improving their adult education and literacy program delivery funded under this subtitle. All of the performance measures will apply to all funded priorities.

CDE has established a solid basis for the development of a performance accountability system. For many years, California adult education programs have provided a competency based curriculum, instruction, and assessment that focuses on the competencies that enable learners to participate more fully within American society, as citizens, workers and family members. CDE has developed and implemented model curriculum standards for ABE, ESL, which includes ESL-Citizenship, and ASE and standard performance descriptors at each program level. In addition, a Comprehensive Adult Student Assessment System (CASAS) was established that accurately measures progress and mastery of skills and competencies for completion of a program level and promotion to the next instructional level. CASAS provides a standardized reporting scale linked to demonstrated performance of identified skills and competencies at each instructional level. These skill level descriptors and standardized scale score ranges have been incorporated into the National Reporting System (NRS) for Adult Education.

CDE has also implemented a local program database reporting system, Tracking of Programs and Students (TOPSpro) that enables local programs to collect and report all student progress and outcome measures. It provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction based on student goals and for continuous program improvement. It provides for the collection of the data elements needed to meet the reporting requirements of TANF programs and other workforce related programs.

5.1 Eligible Agency Performance Measures (Section 212)

Eligible local provider performance measures will include student goal attainment and demonstrated student improvements in literacy levels within a program level, student completion of a program level, student advancement to higher program levels. Additional performance measures will include receipt of a secondary school diploma or its recognized equivalent, placement in post-secondary education and training, entered employment, and retained employment.

The tables within this section (5.1) indicate the measures, including CASAS assessment instruments that are to be used to document improvements in literacy performance. These measures must be used by all providers for all enrolled students for each of the program priorities addressed. These priorities, described in Chapter 3, include: (1) literacy at the NALS Level 1, including ABE and ESL, which includes ESL-Citizenship; (2) literacy at the NALS Levels 1 and 2 - Workplace Literacy, including ABE and ESL, which includes ESL-Citizenship; (3) literacy at the NALS Level 2 - School Based literacy, including ABE and ESL, which includes ESL-Citizenship; (4) Family literacy; and (5) ASE NALS Level 3 and above. Programs using distance learning as a mode for delivering literacy services must also meet performance measures. In addition to these measures, local providers funded for the family

literacy priority must also document achievement gains of the children as well as the adults who are enrolled in the program.

In accordance with Section 212, CDE will establish levels of performance for each of the core indicators:

1. demonstrated improvements in literacy skill levels in reading and problem solving, numeracy, writing, English language acquisition, speaking the English language, and other literacy skills;
2. placement in, retention in, or completion of postsecondary education, training, and employment; and
3. receipt of a secondary school diploma or its recognized equivalent.

They will be expressed in an objective, quantifiable, and measurable form, and will show the progress of the eligible local providers in continuously improving performance.

1. Demonstrated improvements in literacy skill levels

CDE has established literacy skill levels for ABE and ESL, which includes ESL-Citizenship, that provide a standardized definition for reporting learning gains within a literacy skill level, completion of each level, and progression to a higher literacy skill level. All participating agencies will assess a student's literacy skill level upon entry into the program using standardized assessments provided by CDE.

CASAS Standardized Assessment Instruments

Demonstrated Improvements in Literacy Skill Levels in:	Existing Standardized Assessment Instruments	In Progress/Planned
Reading and Problem Solving	Reading Appraisals Life Skills Reading Employability Reading ~~Beginning ESL Level Completion~~ Life and Work Reading Reading for Citizenship Workplace Reading	~~Beginning ABE Level Completion~~ ~~Intermediate ABE and ESL Level Completion~~ ~~Advanced ABE and ESL Level Completion~~
Numeracy	Math Appraisals Life Skills Math Employability Math Workplace Math	~~Beginning ABE Level Completion~~ ~~Intermediate ABE Level Completion~~ ~~Advanced ABE level Completion~~ Life and Work Math
Writing	Functional Writing Assessment–All Levels	
English Language Acquisition	Life Skills Listening Employability Reading ~~Beginning ESL Level Completion~~	~~Intermediate ESL Level Completion~~ ~~Advanced ESL Level Completion~~ Life and Work Listening
Speaking	Citizenship Interview Test Workplace Speaking	~~ESL Oral Language Assessment~~
Other Literacy Skills	Pre-Employment and Work Maturity Skills Check Lists Government and History for Citizenship POWER — Providing Options for the Workplace, Education, and Rehabilitation	

2. Placement in, retention in, or completion of post-secondary education, training, or unsubsidized employment

Local providers will be required to obtain this information from their students and document the information on the TOPSpro Student Update Record. Standard definitions and documentation procedures will be identified in the CASAS Administration Manual for California. In some instances, students leave programs before this information can be obtained. To address the accurate data collection of both short term and longer-term student outcomes resulting from participation in adult education programs, CDE will establish several pilot projects, including, but not limited to, the following:

Placement in, retention in, or completion of:	Existing Standardized Reporting Instruments
Postsecondary Education and Training	TOPSpro and follow-up survey
Entered Employment	TOPSpro and follow-up survey
Retained-Employment	TOPSpro and follow-up survey

- Local program reporting: CDE will build on the NRS to improve strategies that local providers use to follow-up on students who leave the program before completing their goal as well as for students who leave the program after meeting their primary goals.

- Data Matching: CDE will identify the issues in developing and using a state level database that requires use of a student social security number to document longer-term student outcomes, such as those related to employment.

3. Attainment of secondary school diplomas or their recognized equivalent

Participating local providers will track and report the number of learners who pass the GED test, earn credits toward a high school diploma, or attain a high school diploma for those students enrolled in ASE programs. In addition, summary data obtained through CDE statewide reports will document the number of high school diplomas earned through adult schools. The State GED office will report the number of GED Certificates issued each calendar year.

Receipt of a secondary school diploma or GED	Existing Standardized Reporting Instruments
High School Diploma	TOPSpro Certified list of high school diplomas
GED Certificate	CDE State GED Reports Data match for GED TOPSpro

5.2 Additional Indicators

Participating local providers will report additional indicators of performance for student-identified outcomes on Student Entry and Update Records. Entry Record information includes: instructional program, instructional level, reason for enrollment, special programs enrollment, personal status, and, labor force status. Update information includes: instructional program and level (at the time of update); student's status in the instructional program; learner results pertaining to work, personal/family, community, and education; reason for leaving early; sub-sections of GED passed; and high school credits earned. Additional information may be required for workplace literacy and family literacy programs.

5.3 Levels of Performance

The initial Levels of Performance are based on student progress and outcome data from federally funded ABE 321 providers in California. During the first year of the state plan, local providers began collecting progress and level completion data on students throughout the program year. Local providers used the data gained during the first year of the program to reassess and adjust their projected levels of performance for the second program year. Subsequent years' projected performance levels were established in similar fashion, incorporating other factors identified in Section 5.4, to (1) offset unmeasured student progress due to a new data collection requirement in the first year of the Title II of the Workforce Investment Act and (2) quantify a more accurate picture of actual performance — the proportion of students who completed an instructional level within a specific program year. The projected performance levels for 2004-2005 and 2005-2006 have been established based upon the performance levels achieved in 2002-2003 and 2003-2004, respectively.

Literacy Skills–Adjusted Levels of Performance

Program	Ranges	Content Areas						Gains	Achieved Performance Levels						Projected Performance Levels	
Program Skill Level	CASAS Scale	Reading	Listening	Speaking	Writing	Problem Solving	Numeracy	CASAS Point Scale	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
ABE Beg. Lit.	200 & below	x	0	0	0	0	x	3-5 pt.	13%	22.6%	25.7%	21.2%	23%	25.1%	25%	26%
ABE Beg. Basic Skills	201-210	x	0	0	0	0	x	4-6 pt.	17.7%	33.2%	36.4%	36.4%	41%	43.0%	42%	44%
ABE Low Inter. Basic Skills	211-220	x	0	0	0	0	x	3-5 pt.	18%	34.5%	37.7%	38.1%	34%	37.6%	38%	38%
ABE High Inter. Basic Skills	221-235	x	0	0	0	0	x	3-5 pt.	13.7%	29.3%	29.9%	29.6%	29%	30.4%	31%	31%
Low ASE* **	236-245	x			0	0	x	TBN	1.7%	13.6%	25.4%	24.6%	22%	24.7%	26%	26%
High ASE	246+	x			0	0	x	TBN	18.5%	26.9%	28.3%	30.3%	29%	26.2%	30%	27%
ESL Beg. Lit.	150-180	x	x	0	0			5-7 pt.	14.1%	30.6%	32.2%	33.6%	35.4%	38.7%	36%	40%
ESL Beg. Low	181-190	x	x	0	0			5-7 pt.	12.5%	26.7%	28.4%	30.2%	31.1%	32.6%	32%	34%
ESL Beg. High	191-200	x	x	0	0			5-7 pt.	12.5%	26.7%	28.4%	30.2%	31.1%	32.6%	32%	34%
ESL Inter. Low	201-210	x	x	0	0			4-6 pt.	27.2%	37%	39.8%	40.6%	42.4%	42.9%	43%	44%
ESL Inter. High	211-220	x	x	0	0			3-5 pt.	30%	39.7%	43%	42.8%	43.3%	43.0%	44%	44%
ESL Adv. Low	221-235	x	x	0	0			3-5 pt.	13%	21.7%	22.7%	22.6%	22.6%	22.2%	24%	23%
ESL Prgm. Exit	236+	x	x	0	0			NA	18.1%	17.7%	19.3%	18.8%	18.3	17.7%	N/A Effective 7/1/06	N/A

x = State approved standardized tests
o = Local provider documentation based on standardized protocols, established criteria, and performance standards
***ASE = Adult Secondary Education

Education or Work Performance Goals and Performance

Learner Education or Performance Goal	**1999-00 Perf. Goal**	**1999-00 Perf.** (Students w/ Education or Employment Goal)	**1999-00 Perf.** (Total Students)	**2000-01 Perf. Goal**	**2000-01 Perf.** (Students w/ Education or Employment Goal)	**2001-02 Perf. Goal**	**2001-02 Perf** (Students w/ Education or Employment Goal)	**2002-03 Perf. Goal**	**2003-04 Perf.** (Students w/Education or Employment Goal)	**2002-03 Perf.** (Students w/ Education or Employment Goal)	**2003-04 Perf. Goal**	**2004-05 Perf. Goal**	**2004-05 Perf. (Students w/ Education or Employment Goal)**	**2005-06 Perf. Goal**	**2006-07 Perf. Goal**
GED/HS Diploma	12,000	14,399	21,056	8%	27%	9%	23%	11%	29%	28%	13%	30%	27.9%	30%	30%
Entered Employment	10,000	11,068	33,599	9%	17.8%	10%	54.5%	11%	55%	54.4%	13%	55%	50.2%	56%	56%
Retained Employment	18,000	25,877	55,256	11%	34.3%	12%	85.7%	13%	82%	81.9%	15%	83%	87.0%	83%	88%
Entered Postsecondary Education/Training	23,000	392	8,287	6%	11.7%	7%	60.4%	8%	55%	53.5%	10%	55%	57.2%	56%	58%

5.4 Factors (Section 212(b)(3)(A)(iv))

Student progress and outcome data in California indicate significant differences in levels of performance based on individual student characteristics. These characteristics include initial literacy skill level upon entry into the program, literacy levels of limited English proficient students in their home language, the number of years of education completed before entering the adult education program, learning and developmental disabilities, and other demographic and socio-economic variables. California serves large numbers of students who are most in need, including immigrants with low literacy skills in their native language as well as in English, institutionalized adults, adults in homeless shelters, migrant workers, and those that are unemployed or underemployed in hourly, minimum wage jobs. Therefore, with the emphasis on serving those students who are most in need and hardest to serve, California devotes only 10 percent of its federal allotment to those students who have higher-level skills.

Service delivery factors also affect performance such as the intensity, duration, and quality of the instructional program; convenience and accessibility of the instructional program; ability of the program to address specific learning goals and provide targeted instruction in a competency-based context related directly to student goals.

California serves an extremely diverse adult student population with a broad range of skill levels and different short and long term learning goals. Many students initially enter the program with a short-term goal but as they make progress toward their goal and experience success, they remain in the program to achieve longer term learning goals. Some, such as TANF/CalWORKs recipients and the homeless, may be unable to attend an instructional program on a regular basis because of time limits on educational participation. As a result, the performance measures must address both short and long-term goals, length of participation, initial skill levels at program entry, and use multiple student performance measures related to student goals.

Based on student characteristics and service delivery factors, CDE has identified expected levels of performance for each of the core indicators provided for ABE and ESL, which includes ESL-Citizenship, programs. The projected skill levels for each of these programs are indicated. CASAS Scale Score ranges at each level address the significant differences in performance for the special and diverse populations that are served by local providers. Local providers must be encouraged to continue to serve the least educated and most in need, and to evaluate with measures of performance that are most appropriate for the populations they serve. Over the life of this *State Plan*, the levels of performance will be analyzed and adjusted as appropriate to ensure that California continues to promote continuous improvement in performance on appropriate measures and ensure optimal return on the investment of Federal funds.

Further Information—Annual Report

CDE will annually prepare and submit to the Secretary a report on the progress of California in achieving the stated performance measures, including information on the levels of performance achieved on the core indicators of performance. The report will include the demographic characteristics of the populations served, the attainment of student goals, progress on the core indicators of performance by program and program level, and learning gains within literacy levels, as well as level completion and movement to higher instructional levels. In the third year of the State plan, CDE will begin to report the number of Certificates of Proficiency awarded by program level. Sub-set analyses of special populations groups will be provided and adjustments to levels of performance for these groups may be recommended based on the findings.

Levels of performance achieved for other core indicators will include student outcomes related to post-secondary education, training, unsubsidized employment or career advancement, and receipt of a high school diploma or GED Certificate.

5.5 Performance Measures for English Literacy and Civics Education

Funded providers will establish observable, measurable, and meaningful goals and objectives for participants in programs that are either uniquely funded by English Literacy and Civics Education (EL Civics Education) funds or supplemented by them.

All funded providers will use the CASAS assessment, evaluation, and data collection system to document participant outcomes as required in Section 212. The State will provide funded agencies all the necessary software and test forms for efficient implementation of this assessment process. Given the innovative nature of the EL Civics Education initiative and the range of targeted outcomes that extend beyond literacy gains that can be easily captured on pencil and paper tests, in addition to CASAS assessments, providers must also develop and/or utilize alternative strategies for documenting student outcomes. All such strategies must yield clearly identified observable, measurable, and meaningful outcomes.

All funded programs will be required to have participants submit demographic and other student outcome information through completion of student Entry and Update records. The TOPSpro data collection system collects and transmits the required data in an acceptable format.

Chapter 6

Procedures and Process of Funding Eligible Providers

Section 224(b)(7) requires a description of how the eligible agency will fund local activities in accordance with the considerations described in Section 231(e).

6.0 Procedures and Process of Funding Eligible Providers
(Section 224(b)(7))

6.1 Applications for Section 231/225 Grants

The application process for 2006-2007 will provide continuation funding for currently funded agencies that meet all of the program requirements, that are in compliance with grant requirements for 2005-2006 and that submit an application to continue their programs. Local providers will be eligible to receive funds if they meet the following criteria:

1. The applicant provides evidence of financial internal controls, fiscal solvency, and a sound fiscal accounting system that provides auditable cost allocations and financial records.

2. The applicant meets the certification requirements regarding lobbying; debarment, suspension, and other responsibility matters; and drug-free workplace environment. (34 CFR Part 82, 34 CFR Part 85, and Government-wide Requirements for Drug-free Workplace grants)

3. The applicant provides both a State-prescribed pre-test and a post-test of reading or life skills achievement to Adult Basic Education (ABE), English as a Second Language (ESL), which includes ESL-Citizenship, Family Literacy (FL), and Workplace Literacy (WL) students. The procedures for collecting data will be specified by CDE. The applicant will report to the Adult Education Office pre- and post-test scores of students. Since the process of obtaining high quality data is an incremental one that takes into account logistical constraints and the motivation of students and teachers alike, the applicant will agree to follow State guidelines that may be revised from year to year with respect to accountability and data collection procedures. ASE student achievement will be tracked by attainment of a diploma or equivalency, job placement or retention, and entry into postsecondary education.

4. The applicant describes the projected goals of the program with respect to participant educational achievement, and how the applicant will measure and report progress in meeting its goals.

5. The applicant lists current programs, activities, and services that receive assistance from federal, State, and local sources in the area proposed to be served by the applicant.

6. The applicant describes cooperative arrangements, including arrangements with business and industry and volunteer literacy organizations that have been made to deliver services to adults.

7. The applicant describes how the applicant's proposed program provides guidance and supportive services while not duplicating programs, services or activities made available to adults under other federal, State and local programs.

8. The applicant describes its past effectiveness in providing services, especially with respect to learning gains demonstrated by educationally disadvantaged adults.

9. The applicant describes the degree to which the applicant will coordinate and utilize other literacy and social services available in the community or institution.

10. The applicant explains its commitment to serve individuals in the community or institution that are most in need of literacy services.

11. The applicant spends not more than 5 percent of the grant or contract on administration, unless a different rate has been approved by CDE.

12. The applicant provides direct and equitable access to all Federal funds provided under the *Act* by ensuring that information, applications, and technical assistance are available to all eligible applicants.

13. Any applicant not previously funded with WIA, Title II funds, will provide assurance it will meet state-imposed program participation criteria that include, but not limited to, attendance at CDE-sponsored training related to the Comprehensive Adult Student Assessment System (CASAS), budget development, and program development.

6.2 Eligible Providers (Section 203(5))

Eligible providers for a grant or interagency contract that propose a program in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL), which includes ESL-Citizenship, and/or Family Literacy Service (FLS), include the following:

1. A local education agency

2. A community-based organization with demonstrated effectiveness

3. A volunteer literacy organization with demonstrated effectiveness

4. An institution of higher education

5. A public or private nonprofit agency

6. A library

7. A public housing authority

8. A nonprofit institution that is not described in (1) through (7) and has the ability to provide literacy services to adults and families

9. A consortium of the agencies, organizations, institutions, libraries, or authorities described in (1) through (8)

10. The California Department of Developmental Services, the Department of Corrections, the California Youth Authority, and the California Conservation Corps

11. A prison, jail, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders

Whenever appropriations under this program exceed the amount available in the fiscal year, CDE will give preferences to those applicants who have demonstrated or can demonstrate a capability to recruit and serve those individuals most in need and hardest to serve.

6.3 Notice of Availability

For 2005-2006, CDE will announce the availability of funds through the Outreach and Technical Assistance Network's (OTAN) Web-based communications system, to all known eligible providers that participated in the previous fiscal year.

6.4 Process of Funding Eligible Providers for 231/225 Grants

For 2005-2006, pursuant to Section 232 of the *Adult Education and Family Literacy Act,* local adult education providers and state agencies desiring to continue to receive a grant or contract under this subtitle must complete and submit an application for continuation funding distributed by CDE. CDE will review all applications for thoroughness and will award funding to those agencies that meet all of the program requirements and are in compliance with the grant requirements for 2004-05. Eligible providers are listed in Section 6.2.

From funds made available under Section 211(b)(1), California will award initial grants and contracts to eligible providers within the State to develop, implement, and improve adult education and literacy activities. Each eligible provider receiving a grant or contract under this subtitle shall establish one or more programs that provide instruction or services in one or more of the following categories: (1) adult education and literacy services, including workplace literacy services; (2) family literacy services; or (3) English literacy programs.

CDE will use the following process to distribute funds to approved applicants:

1. CDE will set aside 82.5 percent of the State allocation for local assistance purposes. The State allocation will be distributed to support *State Plan* objectives in the following ways:

State Allocation

Local Assistance Grants 82.5%				**Leadership Activities 12.5%**	**State Administration 5%**	
Priorities 1, 2, 3 Literacy NALS Levels I and II **59.45%**	Priority 4 Family Literacy **7.4%**	Priority 5 Adult Secondary **7.4%**	Section 225 Corrections Education and other Institutionalized Individuals **8.25%**	• Technology • Distance Learning • Assessment and Accountability • Staff Development	• CDE Staff • Administration costs	**TOTAL 100%**

2. Local assistance grants and contracts will be based on the following greatest need/hardest-to-serve priorities:

   a. Populations with greatest need and hardest to serve are those performing below the eighth grade level. In this population, there are three levels of priority. Level 1 priority consists of those individuals who score below the fifth grade level as measured by a CASAS score of under 210. Level 2 and Level 3 priorities consist of

those individuals below the eighth-grade level as measured by a CASAS score of 235 being served in classes at agency sites or in the workplace. No less than 80 percent of the local applicants' funds will be allocated for grants or contracts for this population (59.45% of the total State basic grant).

b. Populations with eighth grade performance, but not having a high school diploma or equivalent. No more than 10 percent of the local applicants' funds will be allocated for grants or contracts for this population (7.4% of the total State basic grant).

c. Populations in need of family literacy skills and training who collaborate with corresponding programs of literacy service for children. No more than 10 percent of the local applicants' funds will be allocated for grants or contracts for this population (7.4% of the total State basic grant).

d. Incarcerated populations (in county jails or prisons) or those eligible adults in state hospitals performing below the high school graduation level (Section 225). No more than 10 percent of the total local assistance funds for the state will be allocated for grants or contracts for these populations (8.25% of the total State basic grant).

3. Funds will be awarded on the basis of the core performance measures attained. Grantees will not receive funds which exceed the total amount of their grant or contract.

4. Grant applications or contract proposals that are accepted for funding will be approved for funding July 1 of each program year. Leading up to the approval date, key date benchmarks are:

Year One 1999-2000
a. March 22, 1999 – Notification of availability of funding
b. May 28, 1999 – Deadline for submitting applications to CDE
c. June 10, 1999 – Completion of application review, scoring and ranking
d. June 20, 1999 – Deadline for appeals

Year Two 2000-2001
a. March 24, 2000 – Notification of availability of funding
b. May 26, 2000 – Deadline for submitting applications to CDE
c. June 9, 2000 – Completion of application review, scoring and ranking
d. June 23, 2000 – Deadline for appeals

Year Three 2001-2002
a. March 16, 2001 – Notification of availability of funding
b. May 4, 2001 – Deadline for submitting applications to CDE
c. May 25, 2001 – Completion of application review, scoring and ranking
d. June 15, 2001 – Deadline for appeals

Year Four 2002-2003
a. March 8, 2002 – Notification of availability of funding
b. April 26, 2002 – Deadline for submitting applications to CDE
c. May 16, 2002 – Completion of application review, scoring and ranking
d. May 31, 2002 – Deadline for appeals

Year Five 2003-2004
a. March 7, 2003 – Notification of availability of funding
b. April 25, 2003 – Deadline for submitting applications to CDE
c. May 16, 2003 – Completion of application review, scoring and ranking
d. May 30, 2003 – Deadline for appeals

Year Six 2004-2005

a. February 23, 2004 – Notification of availability of funding
b. April 2, 2004 – Deadline for submitting applications to CDE
c. May 16, 2004 – Completion of application review, scoring and ranking
d. May 30, 2004 – Deadline for appeals

Year Seven 2005-2006

a. March 1, 2005 – Request for Application for continuation funding released
b. April 15, 2005 – Application submission deadline
c. April 29, 2005 – Review of applications
d. May 13, 2005 – Notification of successful applicants
e. May 30, 2005 – Deadline for appeals
f. July 1, 2005 – Grant implementation

Year Eight 2006-2007

a. March 6, 2006 – Request for Application for continuation funding released
b. April 14, 2006 – Application submission deadline
c. May 1, 2006 – Review of applications
d. May 12, 2006 – Notification of successful applicants
e. May 29, 2006 – Deadline for appeals
f. July 1, 2006 – Grant implementation

6.5 Evaluation of Applications for 231/225 Grants (Section 231(e))

Grant applications and proposals must meet the requirements of Section 231(e) and Chapter 6, Section 6.1 of this *State Plan*. In addition, grant reviewers will determine that the applicant agency is able to complete the following:

1. Local providers will establish measurable and meaningful goals established for participants. The measurable performance levels for participant outcomes, including levels of literacy achieved connect to challenging state performance levels for literacy proficiency.

   CDE has utilized the services of CASAS, an assessment, evaluation, and data collection system with a national reputation in providing measurable performance standards for program participants. Measurable outcomes will be tied to realistic outcome expectations for specific target populations.

2. Local providers will demonstrate past effectiveness in improving the literacy skills of adults and families, based on the performance measures established under Section 212 by the agency. Eligible providers must meet or exceed these performance measures, especially with respect to those adults on the lowest levels of literacy. Student goals and skill attainment must be tracked and reported to CDE on a regular basis.

3. Local providers will demonstrate a commitment to serving the most-in-need, including students who are low income or have minimal literacy skills. The program offerings must reflect the needs of the local community or institution in terms of literacy and basic skills needs. This commitment can be demonstrated by an analysis of community or institution demographics as compared to the types of programs offered.

4. Local providers will provide instruction that is of sufficient intensity and duration to achieve substantial learning gains. Providers must describe the pressing need of target groups, such as the homeless, which require effective and intense short-term ABE competencies, literacy based pre-employment skills and computer literacy competencies, when assessing priorities.

5. Local providers will select literacy and adult education practices that are based upon a solid foundation of research and effective educational practices. CDE will assist eligible applicants to review model programs, such as *Programs of Excellence*, along with those developed through state leadership demonstration projects, and, when available, recommendations from the National Institute for Literacy (NIFL).

6. Local providers will make effective use of technology, including computers, in the delivery of adult education and literacy services. CDE will request eligible applicants to describe how technology, including the use of computers, is used to enhance instructional strategies in approved programs. Among the most competitive agencies will be those that incorporate basic computer literacy instruction within each of the major program components, along with computer assisted and distance learning programs.

7. Local providers will use real-life learning contexts to ensure that students will possess the required skills to compete in a global economy and exercise the rights and responsibilities of citizenship.

8. The California Adult Education Office has historically emphasized such practical instructional strategies. Eligible applicants will therefore be required to demonstrate how the proposed program curricula is consistent with this priority. Applicants will state program outcomes in terms of the student's ability to demonstrate mastery of transferable skills that are linked to student goals.

9. The training and experience of local providers' program instructors, counselors, and administrators will meet high standards. CDE will require eligible applicants to demonstrate that staff possesses the necessary expertise to serve the target student population. There are many adult target populations characterized by deficiencies that must be effectively addressed if these populations are to be able to compete in a global economy and exercise the rights and responsibilities of citizenship. Staff must possess knowledge and cultural sensitivity toward such populations in order to develop effective instructional strategies.

10. Local providers will effectively coordinate community resources and establish strong linkages to elementary and secondary schools, postsecondary institutions, one-stop centers, job training programs, and social service agencies. Eligible applicant agencies shall demonstrate the capacity to link low-income students with needed programs and services. Collaborations such as those outlined in Chapter 9 will expand the ability of providers to ensure services.

11. Local providers will provide flexible scheduling and support services, including child care and transportation, to enable students to attend and complete programs. Workplace literacy providers will offer flexibility in selecting site locations and schedules to accommodate working adults.

    CDE will give priority to eligible applicants who offer flexible schedules, child care, transportation, and other supportive services. Support services such as child care and transportation may be provided directly by the agency or may be provided through collaborations with other agencies, including one stop shops, social service agencies and job training agencies.

12. Local providers will maintain a high-quality management information system (MIS) that has the capacity to report client outcomes and to monitor program performance against state performance measures.

    The TOPSpro data collection system has been developed to collect and transmit the required data in an acceptable format.

13. Local providers will be able to demonstrate a need for English literacy programs in the local community or institution. The need in the local community or institution for additional English literacy programs, as identified by local needs assessments or demographic studies, must support the expenditure for federal funds.

6.6 Payment and Audit of Local Assistance Funds

A. Payment of Local Assistance Funds

1. Under any grant awarded by the State Department of Education under this item to a qualifying community–based organization to provide adult basic education in English as a Second Language and English as a Second Language-Citizenship classes, the department shall make an initial payment to the organization of 25 percent of the amount of the grant.

2. In order to qualify for an advance payment, a community-based organization shall submit an expenditure plan and shall guarantee that appropriate standards of educational quality and fiscal accountability are maintained.

3. Reimbursement of claims shall be distributed on a quarterly basis.

4. The State Department of Education shall withhold 10 percent of the final payment of a grant as described in this provision until all claims for that community-based organization have been submitted for final payment.

B. Audit of Local Assistance Funds

CDE will implement annual Budget Act language regarding audits. Current 2000-01 Budget Act language mandates the following:

1. Notwithstanding any other provision of law, all nonlocal educational agencies receiving greater than $300,000 pursuant to this item shall submit an annual organizational audit to the CDE's, Office of External Audits.

   a. All audits shall be performed by one of the following:

      (1) a certified public accountant possessing a valid license to practice within California;
      (2) a member of CDE's staff of auditors; or
      (3) in-house auditors, if the entity receiving funds pursuant to this item is a public agency, and if the public agency has internal staff that performs auditing functions and meets the tests of independence in Standards for Audits of Governmental Organizations, Programs, Activities and Functions issued by the Comptroller General of the United States.

   b. The audit shall be in accordance with State Department of Education Audit guidelines and Office of Management and Budget Circular No. A-133, Audits of Institutions of Higher Education and Other Non-Profit Institutions.

   c. Non-LEA entities shall submit the annual audit no later than six months from the end of the agency fiscal year.

   d. If, for any reason, the contract is terminated during the contract period, the auditor shall cover the period from the beginning of the contract through the date of termination.

   e. Non-LEA entities receiving funds pursuant to this item shall be held liable for all CDE costs incurred in obtaining an independent audit if the contractor fails to produce or submit an acceptable audit.

2. Notwithstanding any other provision of law, CDE shall annually submit to the Governor, Joint Legislative Budget Committee, and Joint Legislative Audit Committee limited scope audit reports of all sub-recipients it is responsible for monitoring that receive between $25,000 and $300,000 of federal awards, and that do not have an organizational wide audit performed. These limited scope audits shall be conducted in accordance with the State Department of Education Audit guidelines and Office of Management and Budget, Circular No. A-133. CDE may charge audit costs to applicable federal awards, as authorized by OMB, Circular No. A-133 Section 230(b)(2).

3. The limited scope audits shall include agreed upon procedures conducted in accordance with either AICPA generally accepted auditing standards or attestation standards, and address one or more of the following types of compliance requirements:

   a. allowed or unallowed activities;
   b. allowable costs and cost principles;
   c. eligible matching;
   d. level of effort;
   e. earmarking; and
   f. reporting.

6.7 Special Rule (Local Administrative Expenditures)(Section 223(c))

CDE limits local providers to a 5 percent limit for administrative costs. However, the *Adult Education and Family Literacy Act* allows CDE to negotiate with local providers so that they can exceed the 5 percent limit for administrative costs — specified in Section 233(a)(2) which are restricted to planning, administration, personnel development**,** and interagency coordination. CDE will negotiate with any local provider on a case-by-case basis to increase the administrative cost above the 5 percent limit for agencies who serve fewer than 100 adults or that can demonstrate a compelling need for higher administrative costs. For these providers, additional funding may be allocated to cover planning, administration, personnel development and interagency coordination.

6.8 Procedures and Process of Funding Eligible Providers for EL Civics Education

Application Requirements

To qualify for funding, eligible local providers as listed in 6.2 of the California State Plan will respond to the following application criteria:

1. Applicants for the English Literacy and Civics Education Program will utilize funds to design and implement a dedicated EL Civics Education program. Applicants for EL Civics Education Civic Participation Activities will utilize funds to supplement and enhance existing programs. Applicants for Citizenship Preparation Education will utilize funds to design and implement a program of basic education for citizenship and naturalization preparation for legal permanent residents who are eligible for naturalization. Applications will address all of the following: (a) outreach services; (b) assessment of skills; (c) curriculum development and instruction; (d) professional development; (e) naturalization preparation and assistance; (f) regional and state coordination; and (g) program evaluation.

2. Applicants for all components are encouraged to describe proposed strategies to incorporate distance learning opportunities into program design, as appropriate.

3. The applicant will describe the projected goals of the program with respect to participant educational achievement and enhanced civic participation, and how the applicant will measure and report progress in meeting its goals.

4. The applicant will describe cooperative arrangements, including arrangements with business and industry, volunteer literacy organizations and other mutually supportive education programs such as Even Start, TitleI, Migrant Education and CBET Programs that have been made to deliver services to adults.

5. The applicant will describe how the proposed component implementation provides program enhancement, deepening, and enrichment while avoiding duplication of services that are already available in the local community.

6. The applicant will describe its past effectiveness in providing services, especially with respect to civics and language and literacy development, and its success in meeting or exceeding statewide performance measures.

7. The applicant will describe the degree to which it will coordinate and utilize other educational and social services available in the community.

8. The applicant will explain its commitment to serve language learners who are the most in need of EL Civics Education activities.

9. The applicant will spend not more than five percent of awarded funds on administration, unless a different rate has been approved by CDE.

10. The applicant will spend federal funds only on allowable costs identified in the *Education Department General Administrative Regulations (EDGAR).*

Funding Procedures

For 2006-2007, the application for EL Civics Education funding will be combined with the application for 231/225 funding. CDE will distribute the application for continuation funding to agencies funded in 2005-2006 and will award continuation funding to those eligible agencies that submit a completed application, meet all of the program requirements, and are in compliance with the grant requirements for 2005-2006.

All funds will be awarded based on agency performance. CDE will reimburse agencies funded for English Literacy and Civics Education through benchmark payments that are based on learner outcomes as demonstrated by individual student learning gains and instructional level movements on standardized assessment instruments. Programs funded for this component will also have the opportunity to earn additional benchmark payments through achievement of other program goals, such as citizenship attainment.

CDE will set aside no less than 82.5 percent of the State EL Civics Education allocation for local assistance projects.

EL Civics Education State Allocation

Local Assistance Grants no less than 82.5%			Leadership Activities no more than 12.5%	State Administration no more than 5%	Total 100%
Civic Participation Base minimum program funding $7,500 with additional allocation for funds earned through completed Student Outcome Data Sets (SODS), which consist of student entry and update records, pre- and posttests, and measured learning gains	Citizenship Preparation Base minimum program funding $7,500 with additional allocation of funds earned through completed SODS and successfully passing the U.S. Government and History test and the Oral Citizenship Interview test		Short term special assigned Program Specialists and professional development activities for research to practice, program implementation, and teacher training	CDE staff positions and training for program implementation and monitoring	

Approximate key date benchmarks for EL Civics Education local program funding are as follows:

Year One 2000-2001

1. Request for Applications released — 8/18/00
2. Technical Assistance workshops — 8/23 – 8/29/00
3. Deadline for written questions, 4:00 p.m. — 9/27/00
4. RFA Submission deadline 4:00 p.m. at 660 J, Suite 400 — 9/29/00
5. Review, rate, and ranking of applications — 10/04-10/06/00
6. Posting of intent to award grants to successful applicants — 10/27/00
7. Appeals deadline — 11/10/00
8. Grant implementation — 2/1/01

Year Two 2001-2003

1.	Request for Applications released	09/04/01
2.	Technical Assistance workshops	9/10-9/21/01
3.	Deadline for written questions, 4:00 p.m.	10/05/01
4.	RFA Submission deadline 4:00 p.m. at 660 J, Suite 400	10/08/01
5.	Review, rate, and ranking of applications	10/15-10/31/01
6.	Posting of intent to award grants to successful applicants	11/16/01
7.	Appeals deadline	12/07/01
8.	Grant implementation	02/01/02

Year Three 2003-2004

1.	Request for Applications released	03/07/03
2.	Technical Assistance workshops	03/25/03
3.	RFA Submission deadline 4:00 p.m. at 660 J, Suite 400	04/25/03
4.	Review, rate, and ranking of applications	04/28-05/09/03
5.	Posting of intent to award grants to successful applicants	05/16/03
6.	Appeals deadline	05/30/03
7.	Grant implementation	07/01/03

Year Four 2004-2005

1.	Request for Applications released	02/23/04
2.	Technical Assistance workshops	03/02/04
3.	RFA Submission deadline 4:00 p.m. at 1430 N Street, Suite 4503	04/02/04
4.	Review, rate, and ranking of applications	04/30/04
5.	Posting of intent to award grants to successful applicants	05/10/04
6.	Appeals deadline	05/24/04
7.	Grant implementation	07/01/04

Year Five 2005-2006

1.	Request for Applications for continuation funding released	03/01/05
2.	Application submission deadline	04/15/05
3.	Review of applications	04/29/05
4.	Notification of successful applicants	05/13/05
5.	Appeals deadline	05/30/05
6.	Grant implementation	07/01/05

Year Six 2006-2007

1.	Request for Applications for continuation funding released	03/06/06
2.	Application submission deadline	04/14/06
3.	Review of applications	05/01/06
4.	Notification of successful applicants	05/12/06
5.	Appeals deadline	05/29/06
6.	Grant implementation	07/01/06

Evaluation of Applications

EL Civics Education applications must meet the application requirements listed at the beginning of this section. In addition, all applications must meet the requirements of Section 231(e). applications on the applicant agency's ability to meet the considerations in 231(e) as listed in Section 6.5 of the California State Plan.

ITEM # 47

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Before and After School Programs: Confirm a Staff Member to Serve as Consultant to the Advisory Committee on Before and After School Programs	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) confirm the candidate, as will be noted in a last minute memorandum, nominated by the Advisory Committee (Committee) on Before and After School Programs to serve as consultant to the Committee and liaison between the Committee and the CDE.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

There was no previous discussion or action on this issue.

SUMMARY OF KEY ISSUES

Senate Bill 854 (Ashburn), chaptered October 5, 2005, added to California *Education Code* Section 8484.9 the establishment of a Committee on Before and After School Programs. The Committee shall nominate, and the SBE shall confirm, a staff member to serve as consultant to the Committee. In December 2005, interviews were held for this consultant position, and the name of the selected nominee is being forwarded to the Committee for consideration at its first meeting.

FISCAL ANALYSIS (AS APPROPRIATE)

The CDE received an appropriation in the 2005-06 budget that will support this position.

ATTACHMENT(S)

Additional information detailing the qualifications of the nominee will be provided in a last minute memorandum.

ITEM # 48

CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2006 AGENDA

SUBJECT	
Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve: Public Hearing and Adoption of Updated Framework	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing and adopt the updated *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* as shown in Attachment 3 and amend Chapter 9: Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight to include language about the education principles for the environment.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- December 1997: The SBE adopted the English-Language Arts Content Standards. These standards are rigorous, world-class standards meant for all students in California.

- December 1998: The SBE adopted the Reading/Language Arts Framework. The framework provides guidance regarding the content standards, curriculum, and instruction, including universal access to the curriculum for all students.

- January 2002: The SBE adopted instructional materials in Reading/Language Arts/English Language Development for kindergarten through grade eight for the primary adoption.

- September 2005: The SBE adopted instructional materials in Reading/Language Arts/English Language Development for kindergarten through grade eight for the follow-up adoption.

SUMMARY OF KEY ISSUES

Background

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) is submitting the updated draft *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, for public hearing and action. On January 27, 2006, the Curriculum Commission conducted a public hearing and approved the draft *Reading/Language Arts Framework*. As part of the action, the Curriculum Commission also authorized Commission Chair Deborah Keys to work with Julie Maravilla, Subject Matter Committee (SMC) Chair, and staff to incorporate edits and corrections, as necessary.

The framework has been updated to include recent legislation, current assessment and accountability information, and new research citations reflecting current and confirmed reading research. Chapter 9, "Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight" is new and delineates the requirements for five types of instructional materials programs proposed for adoption, three basic programs and two intervention programs. These criteria give direction to publishers who intend to submit instructional materials for the 2008 Reading/Language Arts/English Language Development adoption.

Statutory requirements

Education Code (*EC*) Section 60200(b)(1), requires the SBE to review and adopt a framework for reading/language arts on a six-year cycle.

EC Section 60204 states that the Curriculum Commission shall:

> (a) Recommend curriculum frameworks to the state board.
> (b) Develop criteria for evaluating instructional materials submitted for adoption so that the materials adopted shall adequately cover the subjects in the indicated grade or grades…

Standards in reading/language arts were developed according to *EC* Section 60605. The SBE approved the *English-Language Arts Content Standards* in December 1997.

EC Section 60200(c)(6) requires the SBE to approve criteria for the adoption of instructional materials at least 30 months prior to the date that instructional materials are scheduled to be adopted. The next major adoption of instructional materials for reading/language arts is scheduled for November 2008, thus the SBE must approve the updated *Reading/Language Arts Framework* (which includes the criteria) no later than May 2006.

Framework development and approval timeline

During the past six months, updating the *Reading/Language Arts Framework* has represented a significant portion of the agenda at each SMC meeting and at several meetings of the Curriculum Commission. The actions taken during development of the draft framework are summarized below. Each meeting of the SMC and Curriculum Commission included opportunity for public input.

SUMMARY OF KEY ISSUES (Cont.)

November 2002: The Curriculum Commission approved the scope of work on the Reading/Language Arts Framework:

> The core of the current Reading/Language Arts Framework will be kept intact, while looking for ways to enhance and improve the document by incorporating recent research, changes in relevant legislation, and State Board mandates.

June 2005: The SMC established guiding principles for the update of the framework and criteria for the evaluation of instructional materials:

- Aligned to the *English Language Arts Content Standards*
- Guided by the content of the *Reading/Language Arts Framework*
- Supported by current and confirmed research (*EC* Section 44757.5[j])

June, July, August, and September 2005: The SMC met to review the research and draft the update of the framework and evaluation criteria.

September 2005: The Curriculum Commission approved the draft framework, including the adoption criteria, for field review. The adoption criteria includes a request for submission of five types of programs, including three programs for the 1.6 million English learners in the state:

- Reading/Language Arts Basic Program, Kindergarten Through Grade Eight

  > This program provides instructional materials aligned with the *English-Language Arts Content Standards* and provides content for 180 days of instruction.

- Reading/Language Arts/English Language Development Program, Kindergarten Through Grade Eight

  > This program includes all of the content and the supporting instructional elements required in the Basic Program above, plus an additional one hour of daily English language development instruction that is consistent with the *English-Language Arts Content Standards* and connected to the basic program.

- Primary Language/ English Language Development Program, Kindergarten Through Grade Eight

  > This program parallels the content of the Basic Programs and provides instructional materials in a language other than English that are consistent with the *English-Language Arts Content Standards.* This program also

SUMMARY OF KEY ISSUES (Cont.)

includes the one hour of daily English language development instruction to assist students in acquiring English as quickly and efficiently as possible.

- Intensive Intervention Program in Reading/Language Arts, Grades Four Through Eight

  This is a stand-alone, intensive, accelerated reading/language arts program designed specifically for students in grades four through eight whose reading achievement is two or more years below grade level.

- Intensive Intervention Program For English Learners, Grades Four Through Eight

  This is a stand-alone, intensive, accelerated reading/language arts program designed specifically for English learners in grades four through eight whose academic performance is two or more years below grade level.

October 15 through December 9, 2005: During this field review period a draft framework and field review survey were available online. Notification of the field review was sent to districts, county offices, universities, and professional associations to encourage individuals to read the draft framework and to respond to the online survey. Copies of the draft framework were also available at 26 Learning Resources Display Centers (LRDCs) statewide.

December 1-2, 2005: The Curriculum Commission met to review preliminary results of the field review.

Results of the online survey showed that 73 percent of the respondents rated the overall evaluation of the framework as good or excellent. Slightly more than 55 percent of the responses to all of the questions were rated as excellent. A complete report of the survey questions and ratings results is attached. (Attachment 1)

Some comments received during the field review indicated that the framework and criteria for evaluating instructional materials should better reflect the needs of English learners. Upon consideration of the draft framework, the Curriculum Commission found that the needs of English learners were addressed in a variety of ways. Each grade level includes suggestions for teaching English learners and the evaluation criteria calls for three programs targeted towards meeting the needs of English learners.

December 16, 2005: The SMC met to review final results of the field review and discuss further revisions to the framework and evaluation criteria based on the field review comments.

January 27, 2006: The Curriculum Commission conducted a public hearing with people speaking in support of the draft framework and others speaking about the need for more support for English learners in the Criteria for Evaluating Instructional Materials. The

SUMMARY OF KEY ISSUES (Cont.)

Curriculum Commission approved the draft *Reading/Language Arts Framework* for submission to the SBE. Attachment 2 provides an overview of issues raised during the January 27, 2006, public hearing on the draft *Reading/Language Arts Framework*.

March 8-9, 2006: The draft framework is submitted to the SBE for public hearing and action. The draft framework is posted on the CDE Web site at *http://www.cde.ca.gov/ci/ma/cf.*

If the SBE adopts the *Reading/Language Arts Framework,* production and distribution will follow in late summer of 2006.

Legislative Interest
On January 26, 2006, the Curriculum Commission received letters from the California State Legislature's Latino and Asian Islanders Caucuses. The letters, signed by thirty-two members of the legislature, requested a delay in the adoption of the framework for Reading/Language Arts/English Language Development until there are criteria for materials to help accelerate the English language acquisition of students who are currently English learners in California's schools. The letter also expressed frustration with the "lack of specifically designed materials for the state's more than three million English Language Learners" and that "not a single English Language Development material or program has been adopted by the State Board of Education." The Curriculum Commission heard and considered the concerns expressed by the legislators and the members of the public before taking action to recommend the framework to the SBE.

Highlights of changes to the draft *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*
The *English-Language Arts Content Standards*, contained in the framework and adopted by the SBE in 1997, remain unchanged. The updates to the Framework represent minor revisions to the content of the framework adopted by the SBE in December 1998, with the exception of Chapter 9. In all chapters of the framework, research citations embedded in the content have been updated to reflect current and confirmed research as defined in *EC* 44757.5(j). Also, in Chapter 6, the state assessment system information was updated and the Progress-Monitoring Assessment Schedules were updated.

The contents of Chapter 9 are new and contain the "Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight." The criteria provide guidance on the development on instructional programs for publishers who wish to submit reading/language arts/English language development programs for adoption, for kindergarten through grade eight. The criteria are also used by the reviewers of the submitted instructional materials along with the standards themselves to insure that the materials meet all of the requirements. The adoption of this framework, with the criteria, by May 2006 will give publishers and producers of instructional materials at least 30 months to develop new reading/language arts instructional programs as required under *EC* Section 60200(c)(6). The SBE is

SUMMARY OF KEY ISSUES (Cont.)

scheduled to adopt kindergarten through grade eight reading/language arts instructional materials in November 2008.

Environmental Principles
Assembly Bill (AB) 1548 (Chapter 665, Statues of 2003) and AB 1721 (Chapter 581, Statutes of 2005), amended the *EC* and *Public Resources Code (PRC)* with regard to the development and dissemination of education principles for the environment. *PRC* Section 71301(d)(1) states:

> The education principles for the environment shall be incorporated, as the State Board of Education determines to be appropriate, in criteria developed for textbook adoption required pursuant to Section 60200 or 60400 of the *Education Code* in Science, Mathematics, English/Language Arts, and History/Social Sciences.

The following draft language is proposed for inclusion in Criteria Category 1 to meet these requirements (new language is in bold):

> 31. Informational text to support standards in reading comprehension, vocabulary, and writing applications is included for all grades. When included, informational text addressing topics in history-social science, science, and mathematics is accurate and consistent with grade-level standards and the unit/ theme design. **When appropriate, informational texts in grades 4-8 will include content that incorporates education principles and concepts for the environment that is consistent with grade-level standards and the unit/ theme design and as required in Public Resources Code Section 71301(d)(1).**

FISCAL ANALYSIS (AS APPROPRIATE)

Based upon the final cost of preparing and printing the Science Framework, the anticipated cost of preparing and printing the *Reading/Language Arts Framework* is approximately $206,000. The actual figure for the *Reading/Language Arts Framework* may be higher or lower depending upon editing charges, copyright fees, and quality of pictures and plates. These costs will be recovered with the sale of the framework at approximately $19.95.

ATTACHMENT(S)

Attachment 1: Draft RLA Framework Field Review - Quantitative Report (1 page)

Attachment 2: Overview of the Public Testimony Regarding the Draft *Reading/Language Arts Framework* (3 pages)

ATTACHMENT(S) (Cont.)

Attachment 3: The draft *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Eight* (517 pages). This attachment is available via the World Wide Web at *http://www.cde.ca.gov/ci/rl/cf/.* A copy of the draft Framework is also available for viewing at the State Board office.

Overview of Public Testimony
Regarding the Draft *Reading/Language Arts Framework*

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) and the Reading/Language Arts/English Language Development Subject Matter Committee (SMC) received public comment on eight occasions between June 2005 and January 2006. The Commission also conducted a web-based field survey October 14 through December 9, 2005. During the field review comment period, 294 participants completed and submitted survey questionnaires.

In addition, the Curriculum Commission conducted a public hearing on January 27, 2006, and received testimony from forty-nine members of the public. The majority of comments focused on Chapter 9 of the Framework that contains the draft "Criteria for Evaluating Instructional Materials: Reading/Language Arts/English Language Development, Kindergarten Through Grade Eight." The following is a representative selection of the comments received by the Curriculum Commission.

Examples of Public Comments in Support of the Draft Framework
A careful review of the draft criteria reveals the design and content of the three core-program types, including the Reading/Language Arts Basic Program, and the two stand-alone intervention programs, purposefully and explicitly provide instruction that covers the wide range of needs of all K-8 students in California.
By continuing to stay the course established in the 2002 Criteria, the new draft criteria provide continuity to current instructional practices and ensure that scientifically-based instructional materials will continue to guide instruction and impact professional development.
For the first time, the criteria recognize and directly address the unique instructional needs of students who use African American vernacular.
It is important that English learners have opportunities to master the same academic standards established for all students and be held to the same high expectations for learning.
The new criteria call for three basic program options. These new requirements offer important flexibility to publishers and districts for meeting the needs of all students. Two of the three basic program options require 60 minutes of daily instruction in English Language Development (ELD) addressing beginning, early intermediate, intermediate, and early advanced levels of English proficiency that is connected to and consistent with the Basic Program.
Finally we have an option for an ELD program that is connected to core curriculum rather than being an isolated stand-alone.
The new draft framework and criteria provide teachers with extensive, grade specific guidance about meeting the instructional needs of English learners and supporting them in the core curriculum.
In the past several years we have focused on implementing all parts of our state adopted, standards-aligned reading/language arts program. When we began 2001, only 23% of second grade English learners in our school tested at "basic" to "advanced" in reading. In 2005, 72% were at "basic" to "advanced" in reading.

Since fully implementing a research-based, state adopted reading/language arts program, our school has experienced a reduction in referrals to special education.
The writing requirements have been greatly expanded and strengthened in the new criteria. Through the writing process, students are provided the opportunity to practice new vocabulary and the language structures of the genre they are studying. Additions to the writing requirements include explicit and systematic instruction, practice, and application in sentence fluency and variety, paragraph and essay structure, organization, and coherence, and word choice; essential instruction for English learners.
Strengthening, expanding, and clarifying requirements for vocabulary instruction will provide guidance to publishers for improved vocabulary instruction for all learners with focus on acquisition of academic vocabulary that is so important for English learners and students who use African American Vernacular English.
The new *Intensive Intervention in Vocabulary* is an addition that will provide early oral language development for students in kindergarten through grade three that is needed for all students and especially newcomers, English learners who are just beginning to acquire English.
The draft criteria requires a new Reading Intervention Kit for grades 1-3 that will provide early intervention in reading skills for newcomers and students experiencing difficulty learning to read.
The criteria requires two to three hours daily of a separate, comprehensive, intensive intervention program for English learners in grades four through eight who are two or more years below grade level. This program is designed to accelerate student acquisition of English and mitigate skill deficits in the foundational skills of reading.
The Intensive Intervention Program in Reading in Grades Four Through Eight has been strengthened and the requirements clarified and will produce stand-alone intervention focused on closing the achievement gap and accelerating the acquisition of grade level skills.
The draft criteria provides clear guidelines for multiple entry level placement and required exit criteria for students requiring intensive intervention
The requirement for consistent instructional routines provide an environment for learning that allows students to invest their mental energy on learning the lesson content, rather than coping with ever-changing modes of presentation.
Examples of Comments Requesting Additional New Language in the Draft Framework
An intensive and highly focused program of English language development for students at lower levels of English acquisition will accelerate their progress toward English language proficiency.
English learners require proficiency leveled ELD instruction with the appropriate materials. This is an integral part of a comprehensive instructional program to teach English as a Foreign Language.
The proposed Basic Program that is the core of Options 1 and 3 and requires one to two and one-half hours of instruction does not address the needs of the English learners at the lowest proficiency levels.
The current draft calls for five types of programs. We are requesting an additional

Basic Program option that is specifically designed for English learners.
The framework needs to emphasize writing comprehension which is important for English learners.
There are inadequacies in the current textbooks adopted by the state for students who are English learners, especially those in mainstream and structured English immersion classrooms.
The instructional design of Programs I and II are inadequate for addressing the academic needs and learning challenges of English learners. English language development instruction is much more complex and involved than simply providing an add-on or supplementary program to a “basic” program in reading/language arts.
There is no research to support the premise that merely providing additional time or supplementary lessons focused on elements of language and literacy for English learners is an effective approach to addressing their language acquisition and/or academic needs.
An additional sixth option that was proposed would be a stand-alone Basic Comprehensive Language Arts Program for English Learners aligned to the English Language Development Standards and Reading Language Arts Content Standards in kindergarten and grades 1 through 8. Additionally, where other proposed program options refer to English language development, those materials need to be aligned to the English Language Development Standards so that publishers have concrete direction on how to address the different English proficiency levels.

Curriculum Frameworks

Guidelines for implementing the content standards adopted by the California State Board of Education that are developed by the Curriculum Development and Supplemental Materials Commission.

Reading/Language Arts

Grade Level Curriculum
A Look at Kindergarten through Grade Six in California Public Schools is a compilation of subject-matter curriculum, including information about the Common Core State Standards, organized by individual grade levels. (Note: The October 2011 Editions contain minor content, grammatical, and format changes to the previously released prepublication versions.)

2007 Reading/Language Arts Framework (PDF; 7MB; 386pp.)
The Framework was adopted by the State Board of Education on April 17, 2006.
*To order a copy of this framework please contact CDE Press

English Language Arts/English Language Development (ELA/ELD) Standards Correlation Matrix
This matrix is to be used by publishers to demonstrate alignment with the ELA standards and relevant ELD standards.

Content Standards
Links to downloads of all Content Standards.

Common Core California State Standards
The Common Core California State Standards are composed of the Common Core State Standards, supplemented by California-specific standards in English-language arts.

All Curriculum Frameworks
Links to downloads of all Curriculum Frameworks.

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Last Reviewed: Monday, December 05, 2011