Agenda--November 8-9, 2006

California State Board of Education (SBE) meeting agenda.

State Board Members

Kenneth Noonan, President
Ruth Bloom, Vice President

James Aschwanden
Alan Bersin
Yvonne Chan
Don Fisher
Ruth E. Green
David Lopez
Joe Nuñez
Johnathan Williams
Andrew Estep– Student Member

Secretary & Executive Officer
Hon. Jack O'Connell

Executive Director
Roger Magyar

SCHEDULE OF MEETING	LOCATION
Wednesday, November 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

Conference with Legal Counsel – Existing Litigation: Under *Government Code* sections 11126(e)(1) and (e)(2)(A), 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 in closed session:

- *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 (Second Appellate District, Case No. B1818435)
- *California Parents for the Equalization of Educational Materials v. California State Board of Education, et al.* U.S. Eastern District of California, Case No. 2:06-CV-00532-FCD-KJM
- *Californians for Justice Education Fund v. State Board of Education, et. al.,* Alameda County Superior Court Case No. RG06265395
- *Centinela Valley Union High School District v*. State Board of Education, *et al*., Los Angeles Superior Court, Case No. BS093483
- *Coachella Valley Unified School District, et.al., v. State of California, et.al.* Case No. CPF-05-505334
- *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

- *Hindu American Foundation, et al., v. California State Board of Education, et al.*, Sacramento Superior Court Case No. 06CS00386
- *K.C. et al. v. Jack O'Connell, et al*., U.S. District Court, Northern District of California, Case No. C 05 4077 MMC
- *Kidd, et al., v. California Department of Education, et al.,* Alameda Superior Court Case No. 2002049636
- *Medina, et al., v. State of California Department of Education et al.,* San Francisco Superior Court Case No. CPF-06-506068
- *Mendoza, et al. v. State of California, et al.* Los Angeles Superior Court Case No. BS105481
- *Opportunity for Learning – PB, LLC; Opportunities for Learning – C, LLC, and Opportunities for Learning WSH, LLC* Notice of Appeal Before the Education Audit Appeals Panel
- *Options for Youth, et al., v. California Department of Education, et al.*, Los Angeles Superior Court Case No. BC 347454
- *Options of Youth, - Burbank, Inc., san Gabriel, Inc., Upland, Inc., and Victor Valley* Notice of Appeal Before the Education Audit Appeals Panel
- *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
- *Sonoma County Superintendents of Schools, et. al. v. Special Education Hearing Office, et.al.* Sacramento County Superior Court, Case No. 04AS0393
- *Valenzuela, et al., v. Jack O'Connell, et al., Alameda* Superior Court, Case No. JCCP 4468

Conference with Legal Counsel – Anticipated Litigation: Under *Government Code* sections 11126(e)(1) and (e)(2)(B), the State Board of Education hereby provides public notice that it may meet in closed session to decide whether there is a significant exposure to litigation, and to consider and act in connection with matters for which there is a significant exposure to litigation. Under *Government Code* sections 11126(e)(1) and (e)(2)(C), the State Board of Education hereby provides public notice that it may meet in closed session to decide to initiate litigation and to consider and act in connection with litigation it has decided to initiate.

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 public employees, or a complaint or charge against public employees. Public employees include persons exempt from civil service under Article VII, Section 4(e) of the California Constitution.

SCHEDULE OF MEETING	LOCATION
Wednesday, November 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, November 9, 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, 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, November 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.

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

AGENDA

November 8-9, 2006

Wednesday, November 8-9, 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 (meetings from July 12 – 13, 2006, and September 6, 2006)

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 November 8, 2006, will be carried over to November 9, 2006.

ITEM 1 (DOC; 149KB; 6pp.)	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; Board Liaison Reports; and other matters of interest	ACTION INFORMATION

ITEM 2 (DOC; 68KB; 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; 62KB; 2pp.)	Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) 2006 Presentations	ACTION INFORMATION

ITEM 4 (DOC; 56KB; 1p.)	Reports from the 2006-07 Student Advisory Board on Education (SABE)	INFORMATION

ITEM 5 (DOC; 56KB; 1p.)	2007-08 State Board of Education Student Member: Recommendation of Three Finalists for Submission to the Governor	ACTION INFORMATION

ITEM 6 (DOC; 524KB; 27pp.)	2006 Academic Performance Index (API) Base: Approval of methodology for calculation.	ACTION INFORMATION

ITEM 7 (DOC; 70KB; 2pp.)	California High School Exit Examination (CAHSEE): Presentation of the 2005-2006 Independent Evaluation Report (HumRRO Report) • Last Minute Memorandum (DOC; 32KB; 1 p.)	ACTION INFORMATION

ITEM 8 (DOC; 78KB; 3 pp.)	California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE program update • Attachment 1 (XLS; 116KB; 5 pp.)	ACTION INFORMATION

	• Last Minute Memorandum (DOC; 42KB; 1 p.) • Last Minute Memorandum Attachment 1 (DOC; 135KB; 3 pp.)	

ITEM 9 (DOC; 99KB; 5 pp.)	California High School Exit Examination: Review local educational agency failure to grant diplomas for certain students under California *Education Code* Section 60852.3	ACTION INFORMATION

ITEM 10 (DOC; 88KB; 5 pp.)	U.S. Department of Education Peer Review: Update and Approval of Policy Definitions • Last Minute Memorandum (DOC; 37KB; 1 p.)	ACTION INFORMATION

ITEM 11 (DOC; 210KB; 8pp.)	Standardized Testing and Reporting Program: Revisions to the California Standards Test blueprints for English-language arts, science, and mathematics and the Standards-based Test in Spanish blueprints for Reading-language arts and mathematics	ACTION INFORMATION

ITEM 12 (DOC; 73KB; 3pp.)	Standardized Testing and Reporting Program: Update including, but not limited to, STAR apportionments, California Modified Assessment, and Standards-based Tests in Spanish	ACTION INFORMATION

ITEM 13 (DOC; 114KB; 6pp.)	Standardized Testing and Reporting Program: Release of 10 percent withheld for 2005-2006 Harcourt Assessment, Inc. Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3) Contract	ACTION INFORMATION

ITEM 14 (DOC; 59KB; 2pp.)	Standardized Testing and Reporting Program: Release of 10 percent withheld for 2005-06 Educational Testing Service California Standards Tests, Standards-based Test in Spanish, and California Achievement Tests, Sixth Edition Survey Contract	ACTION INFORMATION

ITEM 15 (DOC; 59KB; 2pp.)	Standardized Testing and Reporting Program: Release of 10 percent withheld for 2005-06 Educational Testing Service California Alternate Performance Assessment contract	ACTION INFORMATION

ITEM 16	California English Language Development Test (CELDT): Update including,	ACTION

(DOC; 68KB; 2pp.)	but not limited to, preparations for informing districts about changes to the CELDT scale and the impact of new cut scores. • Attachment 1 (DOC; 40KB; 1p.) • Last Minute Memorandum (DOC; 32KB; 1 p.) • Last Minute Memorandum Attachment 2 (DOC; 58KB; 3 pp.)	INFORMATION

ITEM 17 (DOC; 67KB; 3pp.)	Proposed changes to be included in the California School Information Services (CSIS) Data Dictionary, Version 8.0 • Attachment 1 (DOC; 132KB; 5pp.)	ACTION INFORMATION

ITEM 18 (DOC; 70KB; 3pp.)	Update on issues related to California's implementation of No Child Left Behind and other federal programs • Last Minute Memorandum (DOC; 36KB; 1 p.) • Last Minute Memorandum Attachment 1 (PDF; 40KB; 1 p.) • Last Minute Memorandum Attachment 2 (DOC; 69KB; 6 pp.) • Last Minute Memorandum Attachment 3 (PDF; 265KB; 4 pp.)	ACTION INFORMATION

ITEM 19 (DOC; 53KB; 1p.)	No Child Left Behind Act of 2001: Approve Local Educational Agency Plans, Title 1, Section 1112 • Last Minute Memorandum (DOC; 42KB; 1 p.)	ACTION INFORMATION

ITEM 20 (DOC; 215KB; 5pp.)	Consolidated Applications 2006-07: Approval	ACTION INFORMATION

ITEM 21 (DOC; 79KB; 2pp.)	Chief Business Officer Training Program – Approve Training Candidates • Attachment 1 (XLS; 16KB; 1p.)	ACTION INFORMATION

ITEM 22 (DOC; 61KB; 2pp.)	Charter Schools: Approval of a Determination of Funding for 2007-08 (prospective), 2008-09, and 2009-10 for Julian Charter School (Charter #267, CDS Code 37-68163-3731239)	ACTION INFORMATION

ITEM 23 (DOC; 98KB;	Mathematics and Reading Professional Development Program, Assembly Bill 466 (Chapter 737, Statutes of 2001): Approve Reimbursement Requests from	ACTION INFORMATION

4pp.)	Local Educational Agencies	

ITEM 24 (DOC; 154; 13pp.)	Gifted and Talented Education: Approval of Applications for Funding from Local Educational Agencies	ACTION INFORMATION

ITEM 25 (DOC; 62KB; 2pp.)	The Administrator Training Program, Assembly Bill 430 (Chapter 364, Statutes of 2005): Approval of Training Providers and Training Curricula	ACTION INFORMATION

ITEM 26 (DOC; 364KB; 10pp.)	The Administrator Training Program, Assembly Bill 430 (Chapter 364, Statutes of 2005): Approval of Applications for Funding from Local Educational Agencies	ACTION INFORMATION

ITEM 27 (DOC; 76KB; 3pp.)	Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Proposed Intervention for Cohort(s) 1- 3 II/USP Schools and Cohort 1 HPSGP Schools that Failed to Show Significant Growth • Attachment 1 (DOC; 31KB; 3pp.) • Attachment 2 (XLS; 31KB; 2pp.) • Attachment 3 (XLS; 32KB; 2pp.) • Last Minute Memorandum (DOC; 56KB; 3 pp.)	ACTION INFORMATION

ITEM 28 (DOC; 87KB; 4pp.)	Immediate Intervention/Underperforming Schools Program and High Priority Schools Grant Program: School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in State-Monitored Schools • Last Minute Memorandum (DOC; 42KB; 2 pp.)	ACTION INFORMATION

ITEM 29 (DOC; 59KB; 2pp.)	High Priority Schools Grant Program: Recommendations for Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06 • Attachment 1 (XLS; 24KB; 2pp.) • Last Minute Memorandum (DOC; 31KB; 1 p.) • Last Minute Memorandum Attachment 2 (XLS; 44KB; 2 pp.)	ACTION INFORMATION

ITEM 30 (DOC; 55KB; 2pp.)	Public Charter Schools Grant Program: Request to Approve the Recommended List of Charter Schools Grant Awardees • Last Minute Memorandum (DOC; 35KB; 2 pp.) • Last Minute Memorandum Attachment 1 (XLS; 389KB; 7 pp.) • Last Minute Memorandum Attachment 2 (XLS; 389KB; 7 pp.)	ACTION INFORMATION

ITEM 31 (DOC; 115; 6pp.)	Legislative update, including, but not limited to information on legislation from the 2005-06 session.	ACTION INFORMATION

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

Public Hearing on the following agenda item will commence no earlier than **2:00 p.m.** on Wednesday. The Public Hearing will be held at or after **2:00 p.m**. as the business of the State Board permits.

ITEM 32 (DOC; 255KB; 30pp.)	Proposed Formation of Two Unified School Districts from the Grant Joint Union High School District in Sacramento County • Last Minute Memorandum (DOC; 29KB; 1 p.) • Last Minute Memorandum Attachment 1 | PPT (172KB; 15 pp.)	ACTION INFORMATION PUBLIC HEARING

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

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

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

ITEM 33 (DOC; 602KB; 70pp.)	Environmental Effect of the Proposed Unification of Fortuna Union High School District with Fortuna Union Elementary School District and Rohnerville School District in Humboldt County	ACTION INFORMATION PUBLIC HEARING

ITEM 34 (DOC; 260KB; 27pp.)	Proposed Unification of the Fortuna Union High School District with the Fortuna Union Elementary School District and the Rohnerville School District in Humboldt County	ACTION INFORMATION PUBLIC HEARING

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

ITEM 35 (DOC; 71KB; 3pp.)	Career Technical Education Framework for California Public Schools, Grades 7 through 12, pursuant to *Education Code* Section 51226.1: Introduction	ACTION INFORMATION

ITEM 36
(DOC; 265KB; 21pp.)
	No Child Left Behind Act of 2001, Title II, Part A: California's Response to the U.S. Department of Education's Peer Review of the State Plan for Implementing the Highly Qualified Teacher Requirements
	
	• Attachment 3 (PDF; 109KB; 2pp.)
	• Attachment 4 (DOC; 857KB; 75pp.)
	  ◦ Attachment 1 (DOC; 268KB; 7pp.)
	  ◦ Attachment 2 (XLS; 482KB; 82pp.)
	  ◦ Attachment 3a (DOC; 77KB; 1p.)
	  ◦ Attachment 4 (DOC; 48KB; 2pp.)
	  ◦ Attachment 5 (PPT; 809KB; 88pp.)
	  ◦ Attachment 6 (XLS; 323KB; 80pp.)
	  ◦ Attachment 7 (DOC; 52KB; 3pp.)
	  ◦ Attachment 8 (DOC; 43KB; 3pp.)
	  ◦ Attachment 9a (DOC; 50KB; 3pp.)
	  ◦ Attachment 9b (DOC; 32KB; 1p.)
	  ◦ Attachment 10 (DOC; 32KB; 1p.)
	  ◦ Attachment 11a (DOC; 127KB; 11pp.)
	  ◦ Attachment 11b (DOC; 50KB; 5pp.)
	  ◦ Attachment 12a (DOC; 97KB; 6pp.)
	  ◦ Attachment 12b (DOC; 53KB; 6pp.)
	  ◦ Attachment 13a (DOC; 122KB; 9pp.)
	  ◦ Attachment 13b (DOC; 50KB; 5pp.)
	  ◦ Attachment 14 (DOC; 62KB; 6pp.)
	  ◦ Attachment 15 (DOC; 53KB; 3pp.)
		ACTION
		INFORMATION

ITEM 37 (DOC; 238KB; 13pp.)	Mathematics and Reading/Language Arts Professional Development Program, Senate Bill 472: Approve Guidelines and Criteria for Training Providers	ACTION INFORMATION

ITEM 38 (DOC; 237KB; 42pp.)	Nonpublic School and Agency Certification: Adopt Proposed Regulations for Title 5 of the *California Code of Regulations*, Part 30 of *Education Code* Sections 56365 Through 56366.12	ACTION INFORMATION

ADJOURNMENT OF DAY'S SESSION

Thursday, November 9, 2006 – 8:00 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

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 November 8, 2006, will be carried over to November 9, 2006.

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

Public Hearings on the following agenda items will commence no earlier than **9:00 a.m.** on Thursday. The Public Hearings will be held at or after **9:00 a.m.** as the business of the State Board permits.

ITEM 39 (DOC; 383KB; 52pp.)	2006 Visual and Performing Arts Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations • Last Minute Memorandum (DOC; 33KB; 2 pp.)	ACTION INFORMATION PUBLIC HEARING

ITEM 40 (DOC; 717KB; 89pp.)	2006 Science Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations, New "Planet" Definition • Last Minute Memorandum (DOC; 67KB; 6 pp.)	ACTION INFORMATION PUBLIC HEARING

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

ITEM 41 (DOC; 215KB; 22pp.)	2008 Reading/Language Arts/English Language Development Primary Adoption: English Language Arts/English Language Development Standards Correlation Matrix	ACTION INFORMATION

ITEM 42 (DOC; 72KB; 3pp.)	2007 Mathematics Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts (Cohort 1) • Attachment 1 (PDF; 294KB; 43pp.) • Attachment 2 (PDF; 27KB; 3pp.)	ACTION INFORMATION

ITEM 43 (DOC; 1172KB; 5pp.)	2007 Mathematics Primary Adoption: Approval of Revised Timeline and Standards Maps for Three Program Types	ACTION INFORMATION

ITEM 44 (DOC; 53KB; 2pp.)	Curriculum Development and Supplemental Materials Commission: Appointment of New Members	ACTION INFORMATION

ITEM 45 (DOC; 138KB; 14pp.)	Educational Interpreters for Pupils Who are Deaf or Hard of Hearing - Approve Commencement of the Rulemaking Process for Amendments to California Code of Regulations, Title 5, Section 3051.16 and Section 3065. • Attacment 3 (DOC; 39KB; 5pp.) • Last Minute Memorandum (DOC; 31KB; 1 p.) • Last Minute Memorandum Attachment 1 (DOC; 65KB; 6 pp.) • Last Minute Memorandum Attachment 2 (DOC; 36KB; 4 pp.)	ACTION INFORMATION

ITEM 46 (DOC; 72KB; 1p.)	Appointments to the Advisory Commission on Charter Schools	ACTION INFORMATION

ITEM 47 (DOC; 84KB; 3pp.)	State Board of Education-Approved Charter Schools: Update	ACTION INFORMATION

ITEM 48 (DOC; 99KB; 6pp.)	Charter School Closure Procedures: Approve Commencement of the Rulemaking Process for Additions to Title 5, Sections 11962 and 11962.1. • Attachment 1 (DOC; 36KB; 3pp.) • Attachment 3 (DOC; 35KB; 3pp.) • Last Minute Memorandum (DOC; 30KB; 1 p.)	ACTION INFORMATION

ITEM 49 (DOC; 91KB; 5pp.)	New West Charter Middle School: Fiscal Recovery Plan	ACTION INFORMATION

ITEM 50 (DOC; 63KB; 3pp.)	Revision of State Board of Education Waiver Policy 01-01, Carl D. Perkins Vocational and Applied Technology Education Act of 1998: Consortium Requirement for Minimum Allocation • Attachment 1 (DOC; 80KB; 2pp.) • Attachment 2 (DOC; 51KB; 6pp.)	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; 63KB; 2pp.)	Request by Eastern Sierra 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-23-2006 (Recommended for APPROVAL)	ACTION

ITEM WC-2 (DOC; 63KB; 2pp.)	Request by Lucerne Valley 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-24-2006 (Recommended for APPROVAL)	ACTION

SCHOOL SITE COUNCIL

ITEM WC-3 (DOC; 59KB; 2pp.)	Request by Lagunitas School District under the authority of *Education Code (EC)* Section 52863 for a renewal waiver of *EC* Section 52852, relating to the required school site council for each school to allow one joint school site council to function for two schools Lagunitas Elementary and San Geronimo Elementary. Waiver Number: 19-8-2006 (Recommended for APPROVAL)	ACTION

SAFE AND DRUG FREE SCHOOL AND COMMUNITIES

ITEM WC-4 (DOC; 68KB; 2pp.)	Request by Oxnard School District to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115(a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of The Great Body Shop – a Comprehensive Health, Substance Abuse, Violence Prevention Program. Waiver Number: Fed-22-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

NON-CONSENT (ACTION)

The following agenda items include waivers and other administrative matters that CDE staff have 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.

ALGEBRA I

ITEM W-1 (DOC; 67KB; 2pp.)	Request by Paso Robles Joint Unified School District to waive *Education Code (EC)* Section 51224.5(b), the requirement that all students graduating in the 2005-06 school year be required to complete a course in Algebra I (equivalent) to be given a diploma of graduation for one special education	ACTION

	student based on *EC* Section 56101, the special education waiver authority. Waiver Number 18-8-2006 (Recommended for APPROVAL WITH CONDITIONS)	

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

ITEM W-2 (DOC; 74KB; 2pp.)	Request by eight local educational agencies 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: Various (Recommended for APPROVAL) • Attachment 1 (DOC; 47KB; 2pp.)	ACTION

BOARD MEMBER TERM LIMITS

ITEM W-3 (DOC; 46KB; 3pp.)	Request by the Los Angeles Unified School District to waive portions of *Education Code (EC)* Section 15282, regarding term limits on membership of a Citizens' Oversight Committee for all construction bonds in the district. Waiver Number 6-9-2006 (Recommended for APPROVAL)	ACTION

DISTRICT REORGANIZATION

ITEM W-4 (DOC; 63KB; 2pp.)	Request by Glenn County Office of Education for a waiver of portions of *Education Code (EC)* sections 35705 and 35706 regarding the 60 and 120 day timelines for a public hearing and decision by the County Committee on District Reorganization after receipt of a unification petition on March 17, 2006. Waiver Number: 19-7-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ELECTION REQUIREMENT

ITEM W-5 (DOC; 69KB; 3pp.)	Requests by Merced County Office of Education and Stanislaus County Office of Education to waive the election requirements in all of *Education Code* (*EC*) sections 35710.51 and part of 35765 for a proposed transfer of territory from the Turlock Unified School District (Stanislaus County) to the Delhi Unified School District (Merced County). Waiver Numbers: 1-9-2006 and 2-9-2006 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

NINTH GRADE CLASS SIZE REDUCTION

ITEM W-6 (DOC; 63KB; 2pp.)	Request by Fullerton Joint Union High School District (FJUHSD) to waive *Education Code (EC)* Section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of English 1/Reading/Success 1 for targeted low performing students (two courses total). Waiver Number: 20-8-2006 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

ITEM W-7 (DOC; 63KB; 2pp.)	Request by Centinela Valley Union High School District (UHSD) for a renewal waiver of *Education Code (EC)* Section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of English 9/Essentials of English-Language Arts and a full year, double period of Algebra 1/Essentials of Algebra 1 for targeted low-performing students (four courses total). Waiver Number: 3-9-2006 (Recommended for APPROVAL WITH CONDITIONS) *EC* 33051(c) will apply	ACTION

NONPUBLIC AGENCY CERTIFICATION

ITEM W-8 (DOC; 69KB; 2pp.)	Request by Santa Barbara High School District to waive *Education Code (EC)* Section 56366.1(a), the requirement for state certification to allow an uncertified nonpublic agency, The Language Center, located in Santa Barbara to provide services to one special education student. Waiver Number: 1-8-2006 (Recommended for APPROVAL)	ACTION

PETITION

ITEM W-9 (DOC; 70KB; 3pp.)	Petition request under *Education Code (EC)* sections 60421(d) and 60200(g) by Ontario-Montclair School District to purchase non-adopted Instructional Resources (Houghton Mifflin Mathematics, Grade 6) using Instructional Materials Funding Realignment Program (IMFRP) monies. Waiver Number: 7-7-2006 (Recommended for APPROVAL)	ACTION

STATE TESTING REPORTING DEADLINES

ITEM W-10 (DOC; 60KB; 2pp.)	Request by six local educational agencies and 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	ACTION

	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 (Recommended for APPROVAL) • Attachment 1 (DOC; 37KB; 1p.)	

SAFE AND DRUG FREE SCHOOL AND COMMUNITIES

ITEM W-11 (DOC; 81KB; 3pp.)	Request by Chino Valley Unified School District for a renewal waiver of No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of *The Great Body Shop* - a Comprehensive Health, Substance Abuse, Violence Prevention Program. Waiver Number: Fed-16-2006 (Recommended for APPROVAL WITH CONDITIONS)	ACTION

ADJOURNMENT OF DAY'S SESSION

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

For more information concerning this agenda, please contact 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/ag/ag/]

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

Last Reviewed: Wednesday, August 03, 2011

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 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; 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 2006-2007 (2 Pages)
Attachment 3: Acronyms Chart (3 Pages)

AGENDA PLANNER 2006-2007

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:

- Reading/Language Arts Adoption Publishers Briefing, Sacramento, November 29
- Curriculum Development and Supplemental Materials Commission, Sacramento, November 30

DECEMBER 2006 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Mathematics Adoption Publishers Briefing, Sacramento, December 1
- California High School Proficiency Exam contract expires, December 31

JANUARY 10-11, 2007 ..... 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, Jan. 24-26, 2007
- Advisory Commission on Special Education, Sacramento, Jan 25-26

FEBRUARY, 2007 ..... NO MEETING SCHEDULED

Dates of Interest to the State Board:

- Advisory Commission on Special Education, Sacramento, Feb 22-23

AGENDA PLANNER 2006-2007

MARCH 7-8, 2007 ..... 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:

- 2007 Mathematics Primary Adoption, IMAP/CRP training, Sacramento, March 26-29, 2007
- Advisory Commission on Special Education, Sacramento, March 22-23

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
NOVEMBER 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 # 3

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) 2006 Presentations	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) present plaques to the PAEMST 2005 Presidential Awardees and the 2006 California State Finalists.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This Board item is for the annual presentation of plaques to PAEMST honorees.

SUMMARY OF KEY ISSUES

State Board of Education President Kenneth Noonan and State Superintendent of Public Instruction O'Connell will present plaques to the 2005 Presidential Awardees and 2006 California State Finalists.

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program was established in 1983 by the White House and is sponsored by the National Science Foundation. The program identifies outstanding mathematics and science teachers, kindergarten through grade twelve, in each state and the four U.S. jurisdictions. These teachers will serve as models for their colleagues and will be leaders in the improvement of science and mathematics education.

Since 1983 more than 3,000 teachers have been selected to enter the network of Presidential Awardees. They represent a premier group of science and mathematics teachers who bring national and state standards to life in their classrooms. They provide the nation with an impressive array of expertise to help improve teaching and learning while becoming more deeply involved in activities such as curriculum materials selection, research, and professional development for other teachers.

Recognition is given to K-12 teachers in four award groups: (1) elementary mathematics, (2) elementary science, (3) secondary mathematics, and (4) secondary science. The secondary groups may include middle, junior, and senior high school teachers.

SUMMARY OF KEY ISSUES (Cont.)

Listed below are California's two 2005 Presidential Awardees (one in mathematics and one in science) and the four 2006 State Finalists (two in mathematics and two in science). In the spring, one mathematics and one science Presidential Awardee from California will be selected from these State Finalists and will be presented with the awards in April 2007, at a ceremony in Washington, D.C.

HONOREES	SCHOOL AND DISTRICT
2005 National Awardees	
Caleb Cheung	Frick Middle School, Oakland Unified School District
Margaret Cagle	Lawrence Gifted/Highly Gifted Magnet, Los Angeles Unified School District
2006 State Finalists	
Mariana Alwell	Garden Gate Elementary School, Cupertino Union School District
Debi Drab	Tincher Preparatory School, Long Beach Unified School District
Tapp Hancock	Wayside Elementary School, Bakersfield City Elementary School District
Anne Marie Wotkyns	J.B. Monlux Math, Science, Technology Magnet Elementary School, Los Angeles Unified School District

FISCAL ANALYSIS (AS APPROPRIATE)

CDE pays travel and per diem expenses for the PAEMST honorees to attend the SBE meeting for the presentation.

ATTACHMENT(S)

None

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Reports from the 2006-07 Student Advisory Board on Education (SABE)	☐ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

Listen to reports from the 2006-07 Student Advisory Board on Education (SABE).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board annually hears the reports of the Student Advisory Board on Education (SABE). CDE and State Board staff, working with the State Board's Student Member, may review and develop responses to the SABE proposals, which are then considered at future State Board meetings. The 2006-07 SABE conference will be held in Sacramento from November 4-8, 2006, culminating in the oral presentations to the State Board on the morning of Wednesday, November 8, in Room 1101 of the California Department of Education Building. A luncheon following the presentation to the State Board will bring the 2006-07 SABE Conference to a close.

SUMMARY OF KEY ISSUES

Each of the presentations will focus on an issue chosen by student representatives and will reflect research and discussions that occurred during the SABE Conference.

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

A handout of the student reports will be provided to the State Board at the time of the oral presentation.

ITEM # 5

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
2007-08 State Board of Education Student Member: Recommendation of Three Finalists for Submission to the Governor	☒ **Action** ☒ **Information** ☐ **Public Hearing**

RECOMMENDATION

Recommend the three finalists for the position of State Board of Education Student Member, as identified in the Last Minute Memorandum, to be forwarded to the Governor for appointment consideration.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In keeping with the requirements of Education Code Section 33000.5(e)(5), the State Board selects three finalists (from six candidates) for the position of Student Member (for the forthcoming year). The three finalists are presented to the Governor who appoints one of them as the following year's Student Member.

SUMMARY OF KEY ISSUES

On Tuesday, November 7, 2006, the State Board Screening Committee will interview the six candidates selected by the Student Advisory Board on Education (SABE) from the initial set of semi-finalists. The list of three finalists recommended by the Screening Committee will be provided as a last minute memorandum.

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

A Last Minute Memorandum will contain information about the semi-finalists, the six candidates interviewed by the screening committee, and the three finalists recommended by the screening committee.

ITEM # 6

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	☒ Action
2006 Academic Performance Index (API) Base: Approval of methodology for calculation.	☒ Information
	☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt the State Superintendent of Public Instruction (SSPI) recommendations and approve the methodology for calculating the 2006 API Base in the following areas:

- Integrating results from the California Standards Tests in science, grades eight and ten
- Revising the assignment of 200 policy in mathematics, grades eight through eleven, and in science, grades nine through eleven

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE is responsible for determining the indicators and methodology for each year's API reporting cycle, which begins with the API Base report. (The 2006 Base and 2007 Growth make up the 2006-07 reporting cycle.) The 2006 API Base reports are scheduled to be released in March 2007. The 2007 API Growth reports are scheduled to be released in August 2007.

SUMMARY OF KEY ISSUES

The PSAA Advisory Committee along with its statistical consulting team, the Technical Design Group (TDG), developed recommendations for the calculation of the 2006 API Base. The SSPI reviewed those recommendations and, as a result, developed a set of recommendations. The SSPI's recommendations are provided in Attachment 1. The PSAA Advisory Committee's recommendations are provided in Attachment 2.

FISCAL ANALYSIS (AS APPROPRIATE)

None.

ATTACHMENT(S)

Attachment 1: Recommendations of the State Superintendent of Public Instruction (3 pages)

Attachment 2: Recommendations of Public Schools Accountability Act Advisory Committee (22 pages)

Recommendations of the State Superintendent of Public Instruction

2006 Academic Performance Index Base: Integrating Results from the California Standards Tests in Science, Grades Eight and Ten, and Revising the Assignment of 200 Policy

The Public Schools Accountability Act (PSAA) Advisory Committee made recommendations at its May 17, 2006, and August 24, 2006, meetings on the following issues that impact the calculation of the 2006 Academic Performance Index (API) Base:

1. **What test weight should be used to integrate the California Standards Test (CST) in science, grade eight, into the 2006 API Base?**[1]

PSAA Recommendation: Add the test to the API with a weight of 0.20.

2. **Should revisions be made to the assignment of 200 policy, which is currently applied in mathematics, grades eight through eleven, and in science, grades nine through eleven?**

PSAA Recommendation: Eliminate the assignment of 200 policy.

3. **What test weight should be used to integrate the CST in life science, grade ten, into the 2006 API Base?**[2]

PSAA Recommendation: Do not add the test to the API but increase the test weight of the end-of-course CST in science, grades nine through eleven, by 0.07 to 0.22 and the CST in history by 0.005 to 0.23.

The PSAA Advisory Committee's recommendations are summarized on pages 1-5 of Attachment 2.

State Superintendent of Public Instruction Recommendations

The State Superintendent of Public Instruction (SSPI) concurs with all of the PSAA Advisory Committee's recommendations with the exception of Issue #3.

Specifically on Issue #3, the SSPI **does not concur** with the PSAA Advisory Committee's recommendation to exclude the CST in life science, grade ten, from the 2006 API Base (description on Attachment 2, pages 3-5). The SSPI instead recommends that the test be included in the API and assigned a minimal test weight of 0.10, as shown in the table on the following page. (Changes to the weights are shown in bold.)

[1] The CST in science, grade eight, was developed and administered to meet the requirements of the No Child Left Behind (NCLB) Act of 2001.
[2] The CST in life science, grade ten, was developed and administered to meet the requirements of NCLB.

SSPI Recommended API Test Weights, Grades 9-11

Content Area	Current Test Weights	PSAA 2006 API Base Proposed: Add 0.07 + 0.005	SSPI 2006 API Base Proposed: Add 0.07 + 0.005 + 0.10
CST English-Language Arts	0.30	0.30	0.30
CST Mathematics	0.20	0.20	0.20
CST Science, Grades 9-11	0.15	**0.22**	**0.22**
CST History, Grades 10-11	0.225	**0.23**	**0.23**
CAHSEE English-Language Arts	0.30	0.30	0.30
CAHSEE Mathematics	0.30	0.30	0.30
CST Life Science, Grade 10		**0.0**	**0.10**
TOTAL:	1.475	1.55	1.65

CAHSEE = California High School Exit Examination

The table below demonstrates the impact of the proposed test weights for the most common secondary grade span, grades nine through twelve. (Changes to the weights are shown in bold.)

SSPI School Content Area Weights for the Most Common Grade Span (9-12)
Secondary

Content Area	Current Content Area Weights 9-12	PSAA 2006 API Base Proposed: Add 0.07 + 0.005 9-12	SSPI 2006 API Base Proposed: Add 0.07 + 0.005 + 0.10 9-12
CST English-Language Arts	30.0%	30.4%	29.4%
CST Mathematics	20.0%	17.9%	17.3%
CST Science, Grades 9-11	15.0%	**15.9%**	**15.4%**
CST History, Grades 10-11	15.0%	**15.6%**	**15.0%**
CAHSEE English-Language Arts	10.0%	10.1%	9.8%
CAHSEE Mathematics	10.0%	10.1%	9.8%
CST Life Science, Grade 10		**0.0%**	**3.3%**
TOTAL:	100%	100%	100%

CAHSEE = California High School Exit Examination

Note: Examples assume equal numbers of students at each grade level, no missing data, and the average percentage of students taking mathematics and science at each grade level. Examples are adjusted for eliminating the assignment of 200 policy, grades 8-11.

The SSPI believes there are sound policy reasons for including the CST in life science, grade ten, in the 2006 API Base:

- Because the PSAA Advisory Committee recommended that the two other CSTs in science, grades five and eight, be included in the 2006 API Base, it is difficult to

argue that the remaining CST in life science, grade ten, is of such little value that it should not be included as well.

- The question arises around the time and expense in administering the CST in life science, grade ten, if the state does not value it enough to include it in the API.

- The decision to add the CST in life science, grade ten, to the API would not add to the current testing requirements for grade ten students. The CST in life science was developed and is administered to all grade ten students to meet the future requirements of the No Child Left Behind (NCLB) Act, regardless of whether the test results are included in the API.

- Forty-three percent of the CST in life science, grade ten, is based on California content standards from grades six through eight, and 57 percent is based on the standards from biology/life sciences. It has been argued that course scheduling at some school districts may not align well with the administration of the CST in life science, grade ten, and that some grade ten students may not have received biology/life science instruction necessary to prepare them to take the CST in life science. However, data from the Standardized Testing and Reporting (STAR) Program paint a different picture. In 2006, nearly 80 percent of students took the biology/life sciences CST by grade ten. This percentage increased from 67 percent in 2004 and from 73 percent in 2005. These data suggest that most school districts currently have their biology/life sciences courses scheduled in grades nine or ten.

The SSPI concurs with the PSAA Advisory Committee that a higher test weight should be given to the more challenging end-of-course CSTs in science, grades nine through eleven, than to the CST in life science, grade ten. The SSPI, therefore, recommends a minimal test weight for the CST in life science, grade ten, of 0.10. For a high school with grades nine through twelve, this would result in a content area weight of only 3.3 percent for the CST in life science, grade ten, compared with 15.4 percent for the end-of-course CST in science, grades nine through eleven. The total content area weight for science overall would be 18.7 percent (3.3 percent + 15.4 percent = 18.7 percent). The PSAA Advisory Committee recommendation was that the total weights for science be roughly equivalent to the weights for history. The SSPI agrees with this goal but believes it is more appropriate to only compare the test weight for the end-of-course CSTs, grades nine through eleven, with the test weight for history, grades ten and eleven, without “double-counting” science at grade ten. Therefore, the SSPI’s recommended test weights are generally equivalent and comparable in this regard (15.4 percent for science, grades nine through eleven, compared with 15.0 percent for history, grades ten and eleven).

Recommendations of the Public Schools Accountability Act Advisory Committee

2006 Academic Performance Index Base: Integrating Results from the California Standards Tests in Science, Grades Eight and Ten, and Revising the Assignment of 200 Policy

SUMMARY

The Public Schools Accountability Act (PSAA) Advisory Committee made recommendations at its May 17, 2006, and August 24, 2006, meetings on the following three issues that impact the calculation of the 2006 Academic Performance Index (API) Base, scheduled for release in March 2007. The 2006 API Base is calculated from results of 2006 statewide testing.

1. **What test weight should be used to integrate the California Standards Test (CST) in science, grade eight, into the 2006 API Base?**

Recommendation: Of the three alternatives considered (description on pages 9-11), the PSAA Advisory Committee recommended Alternative 1, which proposes to set the test weight for the new grade eight science CST at 0.20, as shown in the table below. (Changes to weights are shown in bold.)

PSAA Recommended API Test Weights, Grades 2-8

Content Area	Current Test Weights	2006 API Base Proposed: Add 0.20
CST English-Language Arts	0.48	0.48
CST Mathematics	0.32	0.32
CST Science, Grade 5	0.20	0.20
CST History, Grade 8	0.20	0.20
NRT Reading, Grades 3 and 7	0.06	0.06
NRT Language, Grades 3 and 7	0.03	0.03
NRT Spelling, Grades 3 and 7	0.03	0.03
NRT Mathematics, Grades 3 and 7	0.08	0.08
CST Science, Grade 8		**0.20**
TOTAL:	1.40	1.60

NRT = Norm-referenced test, California Achievement Test, Sixth Edition Survey (CAT/6 Survey)

The table on the following page shows the impact of the proposed test weight for three of the most common elementary grade spans. (Changes to weights are shown in bold.)

PSAA School Content Area Weights for the Most Common Grade Spans
Elementary

	Current Content Area Weights			2006 API Base Proposed: Add 0.20		
Content Area	**6-8**	**7-8**	**K-8**	**6-8**	**7-8**	**K-8**
CST English-Language Arts	51.4%	48.0%	52.5%	48.0%	43.6%	51.0%
CST Mathematics	34.3%	32.0%	35.0%	32.0%	29.1%	34.0%
CST Science, Grade 5			3.1%			3.0%
CST History, Grade 8	7.1%	10.0%	3.1%	6.7%	9.1%	3.0%
NRT Reading, Grades 3 and 7	2.1%	3.0%	1.9%	2.0%	2.7%	1.8%
NRT Language, Grades 3 and 7	1.1%	1.5%	1.0%	1.0%	1.4%	0.9%
NRT Spelling, Grades 3 and 7	1.1%	1.5%	0.9%	1.0%	1.4%	0.9%
NRT Mathematics, Grades 3 and 7	2.9%	4.0%	2.5%	2.6%	3.6%	2.4%
CST Science, Grade 8	**0.0%**	**0.0%**	**0.0%**	**6.7%**	**9.1%**	**3.0%**
TOTAL:	100%	100%	100%	100%	100%	100%

Note: Examples assume equal numbers of students at each grade level, no missing data, and the average percentage of students taking mathematics and science at each grade level. Examples are adjusted for eliminating the assignment of 200 policy, grades 8-11 (see recommendation #2 below). School content area weights do not change for grade spans that exclude grade 8.

The PSAA Advisory Committee discussed its intent to consider recommending an increased test weight for the CST in science, grade eight, after the 2006 API Base is reported.

2. **Should revisions be made to the assignment of 200 policy, which is currently applied in mathematics, grades eight through eleven, and in science, grades nine through eleven?**

Recommendation: Four alternatives were considered (description on pages 12-15). The PSAA Advisory Committee recognized that there is are significant advantages and disadvantages for all options considered. Ultimately, the PSAA Advisory Committee recommended eliminating the assignment of 200 policy for both mathematics and science (Alternative 4) because it believed that the advantages of this alternative outweigh the disadvantages in the following ways:

- The change in API calculation methodology that started with the 2004 API Base eliminates the need to treat all tests used in the API as universally administered. (The need for universally administered tests was a key reason for originally implementing the assignment of 200 policy.)

- Dropping the assignment of 200 policy will eliminate the perceived de facto graduation requirement that all students must take standards-based mathematics and science courses each year.

- There will no longer be an incentive to inappropriately test students who are not enrolled in a standards-based science course (but who would likely score above Far Below Basic).

- Current a-g course requirements will still encourage students to take rigorous mathematics and science courses.

- The one-time changes are likely to result in decreased API scores in about half of the high schools and increased API scores in about half of the high schools. High performing high schools are likely to see lower APIs, and low performing high schools are likely to see higher APIs. However, in simulations conducted by the California Department of Education, none of the alternatives considered for the assignment of 200 policy produced dramatically different results.

- Eliminating the assignment of 200 policy appears to be the alternative favored by most school districts.

- Eliminating the assignment of 200 policy would eliminate a perceived unfairness to low performing high schools and continuation schools.

The PSAA Advisory Committee also recommended that the State Superintendent of Public Instruction provide commendations to schools that enroll a high percentage of students in rigorous mathematics and science courses, beginning with the 2006 API Base.

3. **What test weight should be used to integrate the CST in life science, grade ten, into the 2006 API Base?**

Recommendation: In light of its previous recommendation to eliminate the assignment of 200 policy, the PSAA Advisory Committee considered three alternative test weights for the CST in life science, grade ten, (description on pages 11-12). Ultimately, the PSAA Advisory Committee recommended a new alternative, which proposes **not** adding the CST in life science, grade ten, and instead increasing the weight for the end-of-course CST in science, grades nine through eleven, from 0.15 to 0.22 (an increase of 0.07). The PSAA Advisory Committee also proposes increasing the test weight for the CST in history from 0.225 to 0.23 (an increase of 0.005) to align all test weights to two decimals. The recommended test weights are shown in the table below. (Changes to weights are shown in bold).

PSAA Recommended API Test Weights, Grades 9-11

Content Area	Current Test Weights	2006 API Base Proposed: Add 0.07 + 0.005
CST English-Language Arts	0.30	0.30
CST Mathematics	0.20	0.20
CST Science, Grades 9-11	0.15	**0.22**
CST History, Grades 10-11	0.225	**0.23**
CAHSEE English-Language Arts	0.30	0.30
CAHSEE Mathematics	0.30	0.30
CST Life Science, Grade 10		**0.0**
TOTAL:	1.475	1.55

CAHSEE = California High School Exit Examination

The following table demonstrates the impact of the proposed test weights for the most common secondary grade span, grades nine through twelve. (Changes to the weights are shown in bold.)

PSAA School Content Area Weights for the Most Common Grade Span
Secondary

Content Area	Current Content Area Weights 9-12	2006 API Base Proposed: Add 0.07 + 0.005 9-12
CST English-Language Arts	30.0%	30.4%
CST Mathematics	20.0%	17.9%
CST Science, Grades 9-11	15.0%	**15.9%**
CST History, Grades 10-11	15.0%	**15.6%**
CAHSEE English-Language Arts	10.0%	10.1%
CAHSEE Mathematics	10.0%	10.1%
CST Life Science, Grade 10		**0.0%**
TOTAL:	100%	100%

CAHSEE = California High School Exit Examination

Note: Examples assume equal numbers of students at each grade level, no missing data, and the average percentage of students taking mathematics and science at each grade level. Examples are adjusted for eliminating the assignment of 200 policy, grades 8-11 (see recommendation #2 on pages 2-3).

The PSAA Advisory Committee decided on these test weights for the following reasons:

- The API test weights should reflect a balance in the curriculum that is taught in California schools. As stated in the API Guiding Principles in 1999, “The API must strive to the greatest extent to measure content, skills, and competencies that can be taught and learned in school and that reflect the state standards.” The PSAA Advisory Committee recognized that school districts vary in their course schedules and discussed that the CST in life science is not well-coordinated with the current curriculum sequence at many schools. As a result, not all students will take the science courses that would prepare them to take the CST in life science in grade ten. The PSAA Advisory Committee concluded that including the CST in life science, grade ten, in the API would violate the API Guiding Principles because many students would not have the opportunity to learn the curriculum content covered by the test.

- Students in grade ten face a challenging amount of testing. The PSAA Advisory Committee did not want to add to existing pressures of statewide testing at grade ten.

- Ultimately, the PSAA Advisory Committee recommended a weight of zero for the CST in life science, grade ten, but increased the test weight for the CST in science, grades nine through eleven, to encourage, not discourage, schools to enroll larger proportions of their high school students in challenging science courses. This decision balances the PSAA Advisory Committee's decision to eliminate the assignment of 200 policy by maintaining an alternate incentive for schools to enroll students in higher level science courses.

The PSAA Advisory Committee decided that the weights for the CST in science, grades nine through eleven, should be roughly equivalent to the weights for the CST in history, grades ten and eleven.

2006 Academic Performance Index Base

- **Integrating Results from the California Standards Tests in Science, Grades Eight and Ten**
- **Revising the Assignment of 200 Policy for Mathematics and Science**

FULL REPORT

Recommendations of Public Schools Accountability Act Advisory Committee

May 17, 2006 and
August 24, 2006

2006 Academic Performance Index Base

Integrating Results from the California Standards Tests in Science, Grades Eight and Ten, and Revising the Assignment of 200 Policy

PSAA Advisory Committee Recommendations of May 17, 2006 and August 24, 2006

The Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999) requires that the State Superintendent of Public Instruction (SSPI), with approval of the State Board of Education (SBE), develop an Academic Performance Index (API) to measure the performance of schools. The law also provides for an Advisory Committee to assist the SSPI and the SBE in the creation of the Index. The PSAA Advisory Committee established a Technical Design Group (TDG), comprised of educational measurement specialists, to provide guidance on technical issues. The PSAA Advisory Committee developed these recommendations at its May 17, 2006, and August 24, 2006, meetings based upon a report provided by the TDG to the Committee.

The 2006 API Base reports are scheduled to be released in March 2007. This paper makes recommendations on the issues to be resolved in order to calculate the 2006 API Base. Specifically, the paper recommends test weights for incorporating the standards-based tests for science, grades eight and ten, into the API and revising the policy of the "assignment of 200." The paper, organized into four sections, provides the following:

- Description of the new standards-based science tests, grades eight and ten, and alternative test weights for adding these assessments into the API (pages 7-12)
- Background information about the API policy of the "assignment of 200" and alternatives to the current policy (pages 12-15)
- Recommendations of the PSAA Advisory Committee (pages 15-18)
- API simulations of the alternatives to the current assignment of 200 policy (pages 19-22)

New CSTs in Science, Grades Eight and Ten

The No Child Left Behind (NCLB) Act of 2001 requires that states administer science tests in at least one grade level at each of three grade spans (three through five, six through nine, and ten through twelve) by the 2007-08 school year. These tests must align to state science content standards and be administered to all students within a grade. California developed a California Standards Test (CST) in science for grade five that met the requirements for the three through five grade span. The grade five CST in science became operational in 2004 and was integrated into the 2004 API Base (reported in March 2005).

The CST in science, grade eight, and the CST in life science, grade ten, were field-tested in the spring of 2005 and were operationally administered during the spring of 2006. These tests, consisting of 60 questions with an additional six field-test questions, include two

parts. Although these are un-timed tests, the recommended time is 60 minutes per part.[3] Both tests are found in the grade level test booklets. The grade eight CST also includes a reference sheet that students use to answer questions.[4]

The grade eight CST assesses the grade eight science content standards. The grade ten CST in life science assesses selected middle school life science and selected high school biology standards.[5] Grade ten students must take the CST in life science in addition to any end-of-course CSTs they may be required to take (i.e., biology, chemistry, earth science, physics, and integrated science). That means that most grade ten students take the end-of-course CST as well as the grade ten CST in life science. The *California Education Code,* Section 51225.3, requires students to complete two courses in science, one biological and one physical, in order to receive a diploma.

At its May 10, 2006 meeting, the SBE approved the recommendations of the SSPI for the performance standards (levels) for the grade eight and ten CSTs in science. Table 1 shows the recommendations.

Table 1
State Superintendent of Public Instruction 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%

Number of Items Correct = Minimum number of correct responses needed to achieve this performance standard (level)
Percentage of Items Correct = Minimum percentage of correct responses needed to achieve this performance standard
Percentage of Students at Level = Percentage of students statewide who would be placed at this performance standard (level) based on results of the 2005 census field tests for grades eight and ten science

[3] An item and time chart for the CSTs can be found at http://www.cde.ca.gov/ta/tg/sr/documents/itemchartv4.doc.
[4] The reference sheet includes the Periodic Table of Elements, formulas, and unit conversions and can be found at http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp.
[5] Blueprints for the grade eight science CST and grade ten life science CST can be found at http://www.cde.ca.gov/ta/tg/sr/blueprints.asp.

Primary Issue: Revising Test Weights

The primary issue in adding the CSTs in science, grades eight and ten, into the 2006 API Base is how test weights should be adjusted to accommodate the inclusion of the new tests.[6] Alternatives for test weights are presented separately in the following two sections, first for grades two through eight and second for grades nine through eleven.

Grades Two Through Eight: Alternatives for Test Weights

For grades two through eight, three alternatives to the current test weights were identified for incorporating the CST in science, grade eight, into the API. Table 2 shows the current API test weights and the three alternatives.

Table 2
Current API Test Weights and Three Alternatives
Grades 2-8

Content Area	Current Test Weights	Alternative 1: Add 0.20	Alternative 2: Add 0.30	Alternative 3: Add 0.30 + 0.10
CST English-Language Arts	0.48	0.48	0.48	0.48
CST Mathematics	0.32	0.32	0.32	0.32
CST Science, Grade 5	0.20	0.20	0.20	**0.30**
CST History, Grade 8	0.20	0.20	0.20	0.20
NRT Reading, Grades 3 and 7	0.06	0.06	0.06	0.06
NRT Language, Grades 3 and 7	0.03	0.03	0.03	0.03
NRT Spelling, Grades 3 and 7	0.03	0.03	0.03	0.03
NRT Mathematics, Grades 3 and 7	0.08	0.08	0.08	0.08
CST Science, Grade 8		**0.20**	**0.30**	**0.30**
TOTAL:	1.40	1.60	1.70	1.80

NRT = Norm-referenced test, California Achievement Test, Sixth Edition Survey (CAT/6 Survey)

The changes to the test weights are shown in bold in the table. Alternative 1 proposes to add 0.20 as the test weight for the CST in science, grade eight. Alternative 2 would add 0.30 as the test weight for the new test. Alternative 3 is the same as Alternative 2 except that it also would increase the weight for the grade five science CST to 0.30 (an increase of 0.10). Because the API test weights do not need to sum to 1.00, the test weight for the new grade eight test is added without test weight reductions to the other tests. However, it is important to remember that the relative weights of all of the other tests are impacted by the alternative proposals, impacts that are evident in how a school's or LEA's content area weights change as a result of different alternatives. The impacts of the proposed alternative test weights on the most common grade spans for grades two through eight are illustrated in Table 3 on the next page.

[6] Test weights (shown as decimals rather than percentages) are fixed, statewide weights that are adopted by the SBE and applied in each school's or local educational agency's (LEA's) API calculation. (An LEA is a school district or county office of education.) Test weights are applied to test results at the individual student level rather than at the school or LEA level and, therefore, do not need to sum to 1.00. Test weights are different from content area weights, which are the unique API weightings for a school or LEA. The unique content area weights for a school or LEA, shown as percentages, are not necessary in API calculations but are reported for information only in a school's or LEA's API report. Content area weights sum to 100 percent.

Table 3
School Content Area Weights for the Most Common Grade Spans
Elementary Grade Spans

Content Area	K-5	K-6	6-8	7-8	K-8
Current Test Weights					
CST English-Language Arts	53.3%	54.5%	51.4%	48.0%	52.5%
CST Mathematics	35.6%	36.4%	34.3%	32.0%	35.0%
CST Science, Grade 5	5.6%	4.5%			3.1%
CST History, Grade 8			7.1%	10.0%	3.1%
NRT Reading, Grades 3 and 7	1.7%	1.4%	2.1%	3.0%	1.9%
NRT Language, Grades 3 and 7	0.8%	0.7%	1.1%	1.5%	0.9%
NRT Spelling, Grades 3 and 7	0.8%	0.7%	1.1%	1.5%	1.0%
NRT Mathematics, Grades 3 and 7	2.2%	1.8%	2.9%	4.0%	2.5%
CST Science, Grade 8			**0.0%**	**0.0%**	**0.0%**
TOTAL:	100%	100%	100%	100%	100%
Alternative 1: Add 0.20					
CST English-Language Arts	53.3%	54.5%	48.0%	43.6%	51.0%
CST Mathematics	35.6%	36.4%	32.0%	29.1%	34.0%
CST Science, Grade 5	5.6%	4.5%			3.0%
CST History, Grade 8			6.7%	9.1%	3.0%
NRT Reading, Grades 3 and 7	1.7%	1.4%	2.0%	2.7%	1.8%
NRT Language, Grades 3 and 7	0.8%	0.7%	1.0%	1.4%	0.9%
NRT Spelling, Grades 3 and 7	0.8%	0.7%	1.0%	1.4%	0.9%
NRT Mathematics, Grades 3 and 7	2.2%	1.8%	2.6%	3.6%	2.4%
CST Science, Grade 8			**6.7%**	**9.1%**	**3.0%**
TOTAL:	100%	100%	100%	100%	100%
Alternative 2: Add 0.30					
CST English-Language Arts	53.3%	54.5%	46.5%	41.8%	50.1%
CST Mathematics	35.6%	36.4%	30.9%	27.8%	33.4%
CST Science, Grade 5	5.6%	4.5%			3.0%
CST History, Grade 8			6.5%	8.7%	3.0%
NRT Reading, Grades 3 and 7	1.7%	1.4%	1.9%	2.6%	1.8%
NRT Language, Grades 3 and 7	0.8%	0.7%	1.0%	1.3%	0.9%
NRT Spelling, Grades 3 and 7	0.8%	0.7%	0.9%	1.3%	0.9%
NRT Mathematics, Grades 3 and 7	2.2%	1.8%	2.6%	3.5%	2.4%
CST Science, Grade 8			**9.7%**	**13.0%**	**4.5%**
TOTAL:	100%	100%	100%	100%	100%
Alternative 3: Add 0.30 + 0.10					
CST English-Language Arts	51.9%	53.3%	46.4%	41.8%	49.4%
CST Mathematics	34.6%	35.5%	31.0%	27.8%	32.9%
CST Science, Grade 5	**8.1%**	**6.7%**			**4.4%**
CST History, Grade 8			6.4%	8.7%	2.9%
NRT Reading, Grades 3 and 7	1.6%	1.3%	1.9%	2.6%	1.8%
NRT Language, Grades 3 and 7	0.8%	0.7%	1.0%	1.3%	0.9%
NRT Spelling, Grades 3 and 7	0.8%	0.7%	1.0%	1.3%	0.9%
NRT Mathematics, Grades 3 and 7	2.2%	1.8%	2.6%	3.5%	2.4%
CST Science, Grade 8			**9.7%**	**13.0%**	**4.4%**
TOTAL:	100%	100%	100%	100%	100%

Table 3 assumes equal numbers of students at each grade level and no missing data.

Grades Nine Through Eleven: Alternatives for Test Weights

For grades nine through eleven, three alternatives to the current test weights were identified for incorporating the CST in life science, grade ten, into the API. Table 4 shows the current API test weights and the three alternatives.

Table 4
Current API Test Weights and Three Alternatives
Grades 9-11

Content Area	Current Test Weights	Alternative 1: Add 0.15	Alternative 2: Add 0.20	Alternative 3: Add 0.20 + 0.05
CST English-Language Arts	0.30	0.30	0.30	0.30
CST Mathematics	0.20	0.20	0.20	0.20
CST Science, Grades 9-11	0.15	0.15	0.15	**0.20**
CST History, Grades 10-11	0.225	0.225	0.225	0.225
CAHSEE English-Language Arts	0.30	0.30	0.30	0.30
CAHSEE Mathematics	0.30	0.30	0.30	0.30
CST Life Science, Grade 10		**0.15**	**0.20**	**0.20**
TOTAL:	1.475	1.625	1.675	1.725

CAHSEE = California High School Exit Examination

The changes to the test weights are shown in bold in the table. Alternative 1 proposes to add 0.15 as the test weight for the CST in life science, grade ten. Alternative 2 would add 0.20 as the test weight for the new test. Alternative 3 is the same as Alternative 2 except that it also would increase the weight for the CST in science, grades nine through eleven, to 0.20 (an increase of 0.05).

The impacts of the proposed alternative test weights on a school with a nine through twelve grade span are illustrated in Table 5. Only results for a nine through twelve grade span is shown because it is the predominant grade span for secondary schools.

Table 5
School Content Area Weights for Grade Span 9-12
Most Common Secondary Grade Span

Content Area	Current Content Area Weights	Alternative 1: Add 0.15	Alternative 2: Add 0.20	Alternative 3: Add 0.20 + 0.05
CST English-Language Arts	30.0%	28.6%	28.1%	26.9%
CST Mathematics	20.0%	19.0%	18.7%	17.9%
CST Science, Grades 9-11	15.0%	14.3%	14.1%	**17.9%**
CST History, Grades 10-11	15.0%	14.3%	14.1%	13.4%
CAHSEE English-Language Arts	10.0%	9.5%	9.4%	9.0%
CAHSEE Mathematics	10.0%	9.5%	9.4%	8.9%
CST Life Science, Grade 10		**4.8%**	**6.2%**	**6.0%**
TOTAL:	100%	100%	100%	100%

CAHSEE = California High School Exit Examination

Table 5 assumes equal numbers of students at each grade level and no missing data.

The alternatives identified for grades two through eight and for grades nine through eleven are shown for illustrative purposes only. A variety of other alternatives could also be explored. **Ultimately, the decision of test weights is a policy matter.**

Assignment of 200 Policy

The assignment of 200 is an API calculation policy adopted by the SBE to account for students who do not take end-of-course CSTs in mathematics and science. The CST in mathematics was added to the 2002 API Base. The following year, the CST in science was added to the 2003 API Base. When these tests were added, a method of accounting for students who do not take the CST in mathematics in grades ten and eleven or do not take the CST in science in grades nine through eleven was needed. The policy that was adopted by the SBE for these cases was to apply a performance level weighting factor of 200 (Far Below Basic) in calculating the API. This policy was adopted to address the fact that these tests are end-of-course exams and not universally-administered. Its goal was also to provide incentives for high schools to encourage students to enroll in rigorous, standards-based mathematics and science courses and to reduce incentives for high schools to discourage low-performing students from enrolling in these courses. Since they are end-of-course exams, this policy helps measure the difference between schools that test very few students and those that test most of their students.[7]

Due to recent changes in the API, it became necessary to revisit the appropriateness of this policy in light of several developments that occurred, particularly in the area of the CST in science:

- Currently, there are more students taking CST in mathematics than CST in science in grades nine through eleven. For the 2004 API Base, the assignment of 200 policy was applied nearly two and one half times as often for the CST in science as it was for the CST in mathematics.
- The weight of the CST in science in the API increased from 5 percent indicator weight in the 2003 API Base to 0.15 test weight in the 2004 API Base. This requirement puts greater pressure on high schools to excel on the CST in science and to provide standards-based science courses to more students. Many high schools, particularly small high schools, reported having difficulty in finding available “highly qualified” staff and in providing enough variety of standards-based courses for students in grades nine through eleven to take three years of standards-based science courses.
- The availability of elective courses in science (those that do not lead to taking a CST in science), such as marine science and astronomy, decreased since the implementation of the assignment of 200 policy.

[7] For the CST in mathematics, the assignment of 200 policy also was applied to grades eight and nine beginning with the 2003 API Base, even though all grade eight and nine students are required to take the CST in mathematics

- The assignment of 200 policy represents for many school districts de facto graduation requirements that all grade nine through eleven students take three years of mathematics and three years of science, requirements that exceed statutory graduation requirements.
- The policy has resulted in some school districts erroneously administering the CST in science to students who are not enrolled in a standards-based science course but who would likely score above Far Below Basic (200).

Discussions held during 2005 resulted in a decision to delay changes to the assignment of 200 policy until development of the 2006 API Base, when the SBE would need to consider whether to eliminate the assignment of 200 policy or to reduce its effect by reducing the test weight for the assignments.[8] Changing the policy at that time would coincide with the addition of the grade eight and grade ten NCLB science tests into the API.

An issue paper, developed by the TDG in June 2005 and reviewed by the PSAA Advisory Committee in August 2005, discussed nine different alternatives to the assignment of 200 policy. To reduce the complexity of the issues, the following four selected alternatives from the TDG paper were suggested for review by the PSAA Advisory Committee:

Table 6
Summary of Alternatives for Assignment of 200 Policy

Alternatives for 2006 API Base	Student Without a Valid Test Score		
	API Performance Level Weighting Factor	API Test Weight for Assignments	Advantages/ Disadvantages
1. Current method	• Math 200 • Science 200	Math 0.200 Science 0.150	Advantages • Incentive for students to take CST Math and CST Science Disadvantages • Overly punitive, especially with Science weights • Viewed as de facto graduation requirement

[8] Due to recent changes in the API, the continued use of the "assignment of 200" policy was reviewed during 2005. Alternatives to the policy were developed into an issue paper, and discussions were held. The groups holding discussions included the PSAA Advisory Committee and its TDG as well as accountability coordinators at the County and District Evaluators' meetings on May 10 and May 19, 2005. The PSAA Advisory Committee voted to accept the CDE's recommendation to delay changes to the assignment of 200 in science and mathematics until the 2006 API Base when either the 200 assignment would be eliminated or its weight reduced. The committee added that the Policy and Evaluation Division of CDE communicate to the field its intent to recommend to the SBE changes to the assignment of 200 for the 2006 API Base.

Table 6 (continued)

Alternatives for 2006 API Base	Student Without a Valid Test Score: API Performance Level Weighting Factor	API Test Weight for Assignments	Advantages/ Disadvantages
2. Grade level with the most non-tested would not be assigned 200 (formerly Alternative 9a)	• Math 200 • Science 200 Assign 200 only for two grades with fewest non-tested (Grade with the most non-tested has no assignment of 200)	Math 0.200 Science 0.150	Advantages • Not as punitive as #1 • Fairer to individual schools because it is sensitive to each school's course enrollment patterns Disadvantages • Somewhat more complicated to calculate and explain • For science, only advantages schools with one grade that usually has no science tested
3. Lower test weight (formerly Alternative 2)	• Math 200 • Science 200	Math 0.100 Science 0.050	Advantages • Not as punitive as #1 (1/2 for math, 1/3 for science) • Provides separate data on API reports about students not tested Disadvantages • May continue to be viewed as de facto graduation requirement
4. Eliminate 200 assignment (formerly Alternative 5)	• Math—Do not assign 200 • Science—Do not assign 200	N/A	Advantages • Likely favored by most school districts Disadvantages • Eliminates incentive for schools to encourage all students to take rigorous Math and science courses • Would result in lower APIs for many high scoring high schools, including lowering the percentage of schools at or above an API of 800

The TDG's previous paper also included an alternative that would eliminate 200 for students who could be identified as enrolled in a non-tested mathematics or science content area. This information is currently not collected but could be collected if Alternative 1, 2, or 3 is adopted (not available until spring 2008).

As noted in the TDG's previous issue paper, no formal study has been conducted to determine the impact of the current policy of assigning 200. However, participation rates on the CSTs in mathematics and science have increased:

- The percent tested of Standardized Testing and Reporting (STAR) Program enrollment on the CST in mathematics (grades eight through eleven) increased from 72.9 percent in 2002 to 84.6 percent in 2004.

- The percent tested of STAR Program enrollment on the CST in science (grades nine through eleven) increased from 52.5 percent in 2003 to 63.8 percent in 2004.

Substantially greater percentages of Asian, White, and non-economically disadvantaged students took the CST in mathematics and the CST in science tests than other student subgroups. The increase in participation rates from 2002 to 2004 may be due to the implementation of the assignment of 200 policy as well as to STAR Program test administration changes and clarification regarding which tests students take and to increases in inappropriate test taking strategies by schools.

To determine whether increases in testing for the CSTs were also reflected in course enrollments, data runs were done of CBEDS course enrollments from Professional Assignment Information Form (PAIF) information. The runs confirmed that enrollment in courses leading to students taking end-of-course mathematics and science in high school increased between 2002 and 2005:

- Enrollment in mathematics courses leading to students taking the CST in mathematics (grades eight through eleven) increased from 66 percent in 2002 to 70 percent in 2004 and to 75 percent in 2005.

- Enrollment in science courses leading to students taking the CST in science (grades nine through eleven) increased from 55 percent in 2002 to 60 percent in 2004 and to 67 percent in 2005.

Pages 19-22 of this Attachment show the simulations conducted by the CDE using 2004 API data for the four alternatives proposed in this paper. The simulations compare the alternatives in score distributions, percent of schools with API changes by decile compared to the current method, distributions of change in API scores for alternatives compared to the current method, and change in the scale calibration factors (SCFs). **None of the alternatives produced dramatically different results when considering all alternatives.** This is because the SCF must be recalculated and applied in the calculation of each new alternative. As the average API Base changes for each alternative, the SCF changes. As a result, even if the assignment of 200 policy were eliminated (Alternative 4), about half of the API scores would decrease. If Alternative 4 were implemented, the SCF would decrease, which would reduce possible increases in a school's API resulting from the elimination of assignments of 200. In general, Alternative 4 would lower the APIs of schools that currently have few assignments and raise the APIs of schools that currently have many assignments.

Recommendations

Test Weights, Grades Two Through Eight

For grades two through eight, the PSAA Advisory Committee recommended Alternative 1, which proposes to add 0.20 as the test weight for the CST in science, grade eight. (Changes to the test weights are shown in bold in the following table.)

Table 7
Recommended API Test Weights, Grades 2-8

Content Area	Current Test Weights	2006 API Base Proposed: Add 0.20
CST English-Language Arts	0.48	0.48
CST Mathematics	0.32	0.32
CST Science, Grade 5	0.20	0.20
CST History, Grade 8	0.20	0.20
NRT Reading, Grades 3 and 7	0.06	0.06
NRT Language, Grades 3 and 7	0.03	0.03
NRT Spelling, Grades 3 and 7	0.03	0.03
NRT Mathematics, Grades 3 and 7	0.08	0.08
CST Science, Grade 8		**0.20**
TOTAL:	1.40	1.60

NRT = Norm-referenced test, California Achievement Test, Sixth Edition Survey (CAT/6 Survey)

The PSAA Advisory Committee discussed its intent to consider increased weights for the CST in science for grades two through eight after the 2006 API Base is reported.

Assignment of 200 Policy, Grades Eight Through Eleven

For grades eight through eleven, the PSAA Advisory Committee recommended eliminating the assignment of 200 policy for both mathematics and science (Alternative 4). The PSAA Advisory Committee recognized that significant advantages and disadvantages exist for all options considered. Ultimately, the PSAA Advisory Committee chose the option of eliminating the policy, believing that the advantages outweigh the disadvantages in the following ways:

- The change in API calculation methodology that started with the 2004 API Base eliminates the need to treat all tests used in the API as universally administered. (The need for universally administered tests was a key reason for originally implementing the assignment of 200 policy.)

- Dropping the assignment of 200 policy will eliminate the perceived de facto graduation requirement that all students must take standards-based mathematics and science courses each year.

- There will no longer be an incentive to inappropriately test students who are not enrolled in a standards-based science course (but who would likely score above Far Below Basic).

- Current a-g course requirements will still encourage students to take rigorous mathematics and science courses.

- As with any API methodology change, the API Base scores compared with the prior API reporting cycle Growth scores will change for most high schools. The API

changes resulting from the elimination of the assignment of 200 policy would reflect a one-time adjustment in the API and would not affect growth measures. The one-time changes are likely to result in decreased API scores in about half of the high schools and increased API scores in about half of the high schools. High performing high schools are likely to see lower APIs, and low performing high schools are likely to see higher APIs. However, in simulations conducted by the California Department of Education, none of the alternatives considered for the assignment of 200 policy produced dramatically different results.

- Eliminating the assignment of 200 policy appears to be the alternative favored by most school districts.

- Eliminating the assignment of 200 policy would eliminate a perceived unfairness to low performing high schools and continuation schools.

The PSAA Advisory Committee also recommended that the State Superintendent of Public Instruction provide commendations to schools that enroll a high percentage of students in rigorous mathematics and science courses, beginning with the 2006 API Base.

Test Weights, Grades Nine Through Eleven

In light of its previous recommendation to eliminate the assignment of 200 policy, the PSAA Advisory Committee considered three alternative test weights for the CST in life science, grade ten. Ultimately, the PSAA Advisory Committee recommended a new alternative, which proposes **not** adding the CST in life science, grade ten, and instead increasing the weight for the end-of-course CST in science, grades nine through eleven, from 0.15 to 0.22 (an increase of 0.07). The Committee also proposes increasing the test weight for the CST in history from 0.225 to 0.23 (an increase of 0.005) to align all test weights to two decimals. The recommended test weights are shown in the following table. (Changes to weights are shown in bold).

Table 8
Recommended API Test Weights, Grades 9-11

Content Area	Current Test Weights	2006 API Base Proposed: Add 0.07 + 0.005
CST English-Language Arts	0.30	0.30
CST Mathematics	0.20	0.20
CST Science, Grades 9-11	0.15	**0.22**
CST History, Grades 10-11	0.225	**0.23**
CAHSEE English-Language Arts	0.30	0.30
CAHSEE Mathematics	0.30	0.30
CST Life Science, Grade 10		**0.0**
TOTAL:	1.475	1.55

CAHSEE = California High School Exit Examination

The PSAA Advisory Committee decided on these test weights for the following reasons:

- The API test weights should reflect a balance in the curriculum that is taught in

California schools. As stated in the API Guiding Principles in 1999, “The API must strive to the greatest extent to measure content, skills, and competencies that can be taught and learned in school and that reflect the state standards.” The PSAA Advisory Committee recognized that school districts vary in their course schedules and discussed that the CST in life science is not well-coordinated with the current curriculum sequence at many schools. As a result, not all students will take the science courses that would prepare them to take the CST in life science in grade ten. The PSAA Advisory Committee concluded that including the CST in life science, grade ten, in the API would violate the API Guiding Principles because many students would not have the opportunity to learn the curriculum content covered by the test.

- Students in grade ten face a challenging amount of testing. The PSAA Advisory Committee did not want to add to existing pressures of statewide testing at grade ten.

- Ultimately, the PSAA Advisory Committee recommended a weight of zero for the CST in life science, grade ten, but increased the test weight for the CST in science, grades nine through eleven, to encourage, not discourage, schools to enroll larger proportions of their high school students in challenging science courses. This decision balances the Committee’s decision to eliminate the assignment of 200 policy by maintaining an alternate incentive for schools to enroll students in higher level science courses.

- The PSAA Advisory Committee decided that the weights for the CST in science, grades nine through eleven, should be roughly equivalent to the weights for the CST in history, grades ten through eleven.

The Committee recognized that in the final analysis the question of content area weights is a policy and not a technical question. It is important to recall that the PSAA Advisory Committee and ultimately the SBE adopted the original content area weights in 1999 because they believed that the weights reflected the curriculum priorities in California public education. They also considered the issue again in 2005 in adopting new API methodology and test weights for the 2004 API Base. If the SBE so chooses, the development of the 2006 API Base may be an additional time to once again revisit this question. In assigning test weights, the SBE will need to weigh any countervailing policy considerations.

Simulations

Tables 1-4 provide results of simulations that compared Alternatives 2, 3, and 4 with Alternative 1 (current method) using 2004 API data. Only schoolwide data were calculated; subgroup calculations were not included.

Table 1
Distribution of API Score Ranges of Alternatives

Non ASAM Schools (Grades 9-11) =>100 Only

API	**Alternative 1** Current Method	**Alternative 2** No 200 in Grade with Most Non-Tested	**Alternative 3** Lower Test Weight	**Alternative 4** Eliminate 200 Assignment
	# Schools	**# Schools**	**# Schools**	**# Schools**
850 or Above	28	27	26	23
800-849	51	57	53	51
750-799	126	122	126	142
700-749	198	199	188	191
650-699	246	253	265	263
600-649	217	204	205	189
550-599	127	134	129	134
500-549	73	72	78	76
500 or Below	84	82	80	81
Total	1150	1150	1150	1150

SCFs	29.70	19.3782	11.4174	0.26454
SCF Different from #1	0.00	-10.3218	-18.2826	-29.43546

Source: 2004 API Data

Table 2
Percent of Schools with API Changes by Decile for Alternatives Compared to Current Method

Non ASAM Schools (Grades 9-11) =>100 Only

Change in API	**Alternative 2** No 200 in Grade with Most Non-Tested	**Alternative 3** Lower Test Weight	**Alternative 4** Eliminate 200 Assignment
Decile 10 Schools =>100			
31 or more	0.0%	0.0%	1.0%
21 to 30	0.0%	0.0%	1.0%
11 to 20	5.1%	2.0%	4.0%
3 to 10	19.2%	12.1%	11.1%
-2 to 2	20.2%	22.2%	14.1%
-3 to -10	50.5%	34.3%	20.2%
-11 to -20	5.1%	29.3%	25.3%
-21 to -30	0.0%	0.0%	23.2%
-31 or less	0.0%	0.0%	0.0%
Decile 5 & 6 Schools =>100			
31 or more	0.0%	0.5%	7.7%
21 to 30	0.0%	2.9%	8.2%
11 to 20	9.7%	17.4%	13.0%
3 to 10	24.2%	17.9%	13.0%
-2 to 2	30.4%	22.2%	13.5%
-3 to -10	33.3%	25.1%	17.9%
-11 to -20	2.4%	14.0%	15.5%
-21 to -30	0.0%	0.0%	11.1%
-31 or less	0.0%	0.0%	0.0%
Decile 1 Schools =>100			
31 or more	0.9%	0.9%	7.8%
21 to 30	2.6%	2.6%	7.0%
11 to 20	4.3%	12.2%	10.4%
3 to 10	28.7%	21.7%	16.5%
-2 to 2	30.4%	19.1%	9.6%
-3 to -10	31.3%	30.4%	20.9%
-11 to -20	1.7%	13.0%	21.7%
-21 to -30	0.0%	0.0%	6.1%
-31 or less	0.0%	0.0%	0.0%

SCFs

Alternative 1 Current	**Alternative 2**	**Alternative 3**	**Alternative 4**
29.7	19.3782	11.4174	0.26454

Source: 2004 API Data

Table 3
Distributions of Change in API Scores for Alternatives Compared to Current Method

Non ASAM Schools (Grades 9-11) =>100 Only

Change in API	Alternative 2 No 200 in Grade with Most Non-Tested	Alternative 3 Lower Test Weight	Alternative 4 Eliminate 200 Assignment
	# Schools	# Schools	# Schools
41 or More	2	2	26
36 to 40	0	2	12
31 to 35	0	5	27
26 to 30	0	11	46
21 to 25	6	16	49
16 to 20	21	67	58
11 to 15	63	86	68
10	20	23	20
9	30	26	7
8	27	24	19
7	25	18	25
6	34	22	23
5	38	36	20
4	53	29	25
3	37	41	29
2	46	43	24
1	69	56	37
0	93	67	43
-1	76	53	43
-2	74	54	35
-3	75	43	36
-4	60	47	27
-5	56	36	24
-6	48	39	20
-7	57	43	37
-8	27	35	16
-9	31	36	22
-10	53	25	23
-11 to -15	29	98	113
-16 to -20	0	67	74
-21 to -25	0	0	47
-26 to -30	0	0	75
-31 or Less	0	0	0
Total	1150	1150	1150

SCFs

Alternative 1 Current	Alternative 2	Alternative 3	Alternative 4
29.7	19.3782	11.4174	0.26454

Source: 2004 API Data

Table 4

Change in Scale Calibration Factors (SCFs) for Alternatives

Non ASAM Schools (Grades 9-11) =>100 Only

	Alternative 1 Current Method	**Alternative 2** No 200 in Grade with Most Non-Tested	**Alternative 3** Lower Test Weight	**Alternative 4** Eliminate 200 Assignment
SCFs	29.70	19.38	11.42	0.26
SCF Different from #1	0.00	-10.32	-18.28	-29.44
% Assign Change*	0.00%	35.07%	62.11%	100.00%

* Percent change from Alternative 4

Source: 2004 API Data

ITEM #_7___

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
California High School Exit Examination (CAHSEE): Presentation of the 2005-2006 Independent Evaluation Report (HumRRO Report)	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) receive the Independent Evaluation report of 2005-2006 CAHSEE results and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

California *Education Code* (EC) Section 60855 requires that the CDE contract for a multiyear evaluation report on the CAHSEE. The CDE also requires an annual report of the previous year's testing activities. The CAHSEE independent evaluator, Human Resources Research Organization (HumRRO), has prepared an annual report on the CAHSEE since 2000. CDE provided the report for the November 2005 SBE meeting. All reports are on the CAHSEE Web site at http://www.cde.ca.gov/ta/tg/hs/evaluations.asp.

HumRRO has focused its efforts on the legislative requirements for reporting on trends in pupil performance, broken down by grade level, gender, race or ethnicity, and subject matter of the exam; and analysis of the exam's effects, if any, on retention, dropout, and graduation rates. California legislation requires separately analyzing test results for English learners, students with disabilities, and economically disadvantaged students. The legislation also requires the evaluation reports to "…include recommendations to improve the quality, fairness, validity, and reliability of the exam" and states, "…the evaluator may make recommendations for revisions in design, administration, scoring, processing, or use of the exam" (California *EC* Section 60855[c]).

SUMMARY OF KEY ISSUES

The CDE requires an annual report of the CAHSEE testing activities for the previous year. The CAHSEE independent evaluator, HumRRO, submitted the 2005-06 Independent Evaluation Report to CDE October 31, 2006. The report contains findings

SUMMARY OF KEY ISSUES (Cont.)

and recommendations, as well as an analysis of the results from the 2005-06 test administrations.

The final report was sent to SBE members and was posted on the Internet at http://www.cde.ca.gov/ta/tg/hs/evaluations.asp in early November 2006.

The draft report outline of the Independent Evaluation of CAHSEE 2005-06 includes:

Chapter 1: Introduction
Chapter 2: Results from the 2005-06 CAHSEE administrations
Chapter 3: Principal and Teacher Survey Responses
Chapter 4: A Closer Look at Specific Student Populations
Chapter 5: Trends in Educational Achievement and Persistence During the CAHSEE Era
Chapter 6: Findings and Recommendations

There is also an Executive Summary and appendices with principal, teacher, and student survey information.

FISCAL ANALYSIS (AS APPROPRIATE)

Implementing the HumRRO recommendations, as outlined in the Independent Evaluation report, would have a potential fiscal impact to the CDE.

ATTACHMENT(S)

The presentation slides and report from HumRRO will be provided as a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 1, 2006

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

FROM: William L. Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 07

SUBJECT: California High School Exit Examination (CAHSEE): Presentation of the 2005-2006 Independent Evaluation Report (HumRRO Report)

Dr. Lauress L. Wise, Human Resources Research Organization (HumRRO), will present a summary of the findings and recommendations presented in the 2005-06 Independent Evaluation Report of the CAHSEE to the State Board of Education (SBE). The final report will be posted on November 3 on the California Department of Education Web site at http://www.cde.ca.gov/ta/tg/hs/evaluations.asp and bound copies will be delivered to the State Board of Education staff and members this month.

Attachment 1: Independent Evaluation of CAHSEE: Summary of 2006 Evaluation Findings and Recommendations (8 pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

ITEM #_____# 8

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE 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

None.

SUMMARY OF KEY ISSUES

Intensive Instruction Funding

The Budget Act for 2005-06 authorized twenty million dollars ($20 million) for the purpose of providing intensive instruction and services for students in the Class of 2006 who are required to pass the California High School Exit Examination (CAHSEE) and have not yet passed one or both parts of the examination. Assembly Bill (AB) 128 set out the provisions for the CDE to allocate six hundred dollars ($600) per eligible student to local educational agencies (LEAs) in order to provide these services. Ultimately, grants were awarded to nearly 350 districts, county offices of education and charter schools on behalf of 33,333 students.

In 2006, Assembly Bill (AB) 1811 authorized sixty-nine million five hundred and ninety-nine thousand dollars ($69.599 million) for the purpose of providing intensive instruction and services for students in the Classes of 2007 and 2008 who are required to pass the CAHSEE and have not yet passed one or both parts of the examination. *Education Code (EC)* Section 37254 and AB 1811 set out the provisions for the CDE to allocate up to five hundred dollars ($500) per eligible student in the Class of 2007 to LEAs in order to provide these services. LEAs submitted applications in order to ensure funding for all eligible students in the Class of 2007. After allocations were made to LEAs on behalf of eligible students in the Class of 2007, the remaining funds were distributed on behalf of eligible students in the Class of 2008.

SUMMARY OF KEY ISSUES (Cont.)

In September 2006, the CDE prepared and executed a Web-based application to gather the necessary data from school districts, county offices of education, and charter schools. The use of a Web-based application was an expeditious way to collect data from LEAs and ultimately apportion funds to LEAs by early October 2006 in accordance with *EC* Section 37254. CAHSEE testing coordinators, district and county superintendents, and charter school administrators were alerted to this apportionment through several communications including letters, e-mails, and telephone calls, throughout September.

As a condition of receiving these funds, each school district, county and charter school provided written assurance to the State Superintendent of Public Instruction (SSPI) that it shall accomplish all of the following:

- Ensure that each eligible pupil receives an appropriate diagnostic assessment to identify that pupil's areas of need.
- Ensure that each pupil receives intensive instruction and services based on the results of the diagnostic assessment.
- Demonstrate that funds will be used to supplement and not supplant existing services.
- Provide to the SSPI, in a manner and by a date certain determined by the SSPI, the number of eligible pupils at each high school in the school district.
- Submit an annual report to the SSPI in a manner determined by the SSPI that describes the number of pupils served, the types of services provided, and the percentage of pupils in the school district who successfully pass the CAHSEE.

Information regarding the number of districts, county offices of education, and charter schools that applied for funding, as well as the total number of eligible students, is provided in Attachment 1.

Student Study Guides

Since 2003, funding has been allocated in the state budget for the printing and shipping of CAHSEE study guides for all grade 10 students. Annually, CDE prints and distributes the CAHSEE study guides (i.e., English-language arts and mathematics) to all LEAs.

In August 2006, CDE shipped study guides for all grade 10 students, as well as a 10 percent overage of guides, to all LEAs. The study guides are also available on the CDE

SUMMARY OF KEY ISSUES (Cont.)

Web site. Grade 10 students will have their first opportunity to take the CAHSEE in February 2007.

Recent Exam Administrations

The first CAHSEE administrations of the 2006-07 school year were held July 25-26, October 3-4, and November 7-8, 2006. The July administration was available to all eligible grade 12 and adult students, and the October and November administrations were available to all eligible Grade 11, 12, and adult students.

Approximately 13,000 grade 12 students took one or both portions of the exam (i.e., English-language arts and mathematics) during the July exam administration. Statewide, 17 percent of grade 12 students passed the English-language arts portion of the exam, and 19 percent passed the mathematics portion of the exam. Individual student score reports from the July administration were sent to school districts in late September.

Results from the October exam administration will be available in December 2006, and results from the November exam administration will be available in January 2007. The remaining 2006-07 CAHSEE administrations will be held in December, February, March, and May.

FISCAL ANALYSIS (AS APPROPRIATE)

The intensive instruction services grants are funded under the Budget Act of 2006-07 in item number 6110-204-001 and found in California *EC* Section 37254.The study guides were funded under the Budget Act of 2005-06 in item number 6110-113-0890.

ATTACHMENT(S)

Attachment 1: Schedule of Estimated Entitlements for the California High School Exit Examination Intensive Instruction and Services Program, Fiscal Year 2006-07 (18 Pages)

The news release of the results of the July 2006 CAHSEE administration will be attached as a last minute memorandum.

Schedule of Estimated Entitlements for the California High School Exit Examination
Intensive Instruction and Services Program
Fiscal Year 2006-07

County Code	District Code	School Code	Charter Number	Local Educational Agency	Number of Eligible 11th Grade Pupils	Funding based on 11th Grade Pupils	Number of Eligible 12th Grade Pupils	Funding based on 12th Grade Pupils	Total Entitlement
ALAMEDA									
01	10017	0109835	C728	FAME Public Charter	25	$2,432	12	$6,000	$8,432
01	10017			Alameda County Office of Education	109	$10,602	193	$96,500	$107,102
01	31609			California School for the Blind (State Special School)	2	$195	1	$500	$695
01	31617			California School for the Deaf-Northern (State Special Schl)	44	$4,280	35	$17,500	$21,780
01	61119	0130625	C398	Bay Area School of Enterprise	15	$1,459	6	$3,000	$4,459
01	61119			Alameda City Unified	156	$15,175	128	$64,000	$79,175
01	61127			Albany City Unified	72	$7,003	28	$14,000	$21,003
01	61143			Berkeley Unified	317	$30,836	218	$109,000	$139,836
01	61150			Castro Valley Unified	140	$13,618	82	$41,000	$54,618
01	61168			Emery Unified	39	$3,794	13	$6,500	$10,294
01	61176			Fremont Unified	558	$54,277	292	$146,000	$200,277
01	61192			Hayward Unified	712	$69,257	459	$229,500	$298,757
01	61200			Livermore Valley Joint Unified	259	$25,194	137	$68,500	$93,694
01	61234			Newark Unified	188	$18,288	124	$62,000	$80,288
01	61242			New Haven Unified	317	$30,836	237	$118,500	$149,336
01	61259	0100065	C510	Oakland Unity High	30	$2,918	8	$4,000	$6,918
01	61259	0107169	C651	Oasis High	33	$3,210	36	$18,000	$21,210
01	61259	0130518	C099	East Bay Conservation Corps Charter	0	$0	117	$58,500	$58,500
01	61259	0130591	C386	University Preparatory Charter Academy	103	$10,019	87	$43,500	$53,519
01	61259	0130617	C349	Oakland Military Institute, College Preparatory Academy	17	$1,654	10	$5,000	$6,654
01	61259	0130666	C465	Wilson (Lionel) College Preparatory Academy (Charter)	23	$2,237	23	$11,500	$13,737
01	61259			Oakland Unified	1380	$134,235	726	$363,000	$497,235
01	61291			San Leandro Unified	339	$32,975	212	$106,000	$138,975
01	61309			San Lorenzo Unified	410	$39,881	249	$124,500	$164,381
01	75093			Dublin Unified	63	$6,128	40	$20,000	$26,128
01	75101			Pleasanton Unified	129	$12,548	66	$33,000	$45,548
				COUNTY TOTAL					**$2,302,551**
AMADOR									
03	10033			Amador County Office of Education	17	$1,653	24	$12,000	$13,653
03	32276			Amador Co CYA	83	$8,074	44	$22,000	$30,074
03	73981			Amador County Unified	101	$9,825	74	$37,000	$46,825
				COUNTY TOTAL					**$90,552**
BUTTE									
04	10041			Butte County Office of Education	62	$6,031	55	$27,500	$33,531
04	61408			Biggs Unified	14	$1,362	11	$5,500	$6,862
04	61424			Chico Unified	297	$28,889	212	$106,000	$134,889
04	61432			Durham Unified	19	$1,848	14	$7,000	$8,848
04	61515			Oroville Union High	262	$25,486	150	$75,000	$100,486
04	61531			Paradise Unified	147	$14,299	80	$40,000	$54,299

Schedule of Estimated Entitlements for the California High School Exit Examination
Intensive Instruction and Services Program
Fiscal Year 2006-07

County Code	District Code	School Code	Charter Number	Local Educational Agency		Number of Eligible 11th Grade Pupils	Funding based on 11th Grade Pupils	Number of Eligible 12th Grade Pupils	Funding based on 12th Grade Pupils	Total Entitlement
04	75507			Gridley Unified		97	$9,436	37	$18,500	$27,936
					COUNTY TOTAL					**$366,851**
CALAVERAS										
05	10058			Calaveras County Office of Education		40	$3,890	42	$21,000	$24,890
05	61556			Bret Harte Union High		54	$5,252	28	$14,000	$19,252
05	61564			Calaveras Unified		102	$9,922	32	$16,000	$25,922
					COUNTY TOTAL					**$70,064**
COLUSA										
06	10066			Colusa County Office of Education		8	$779	9	$4,500	$5,279
06	61598			Colusa Unified		28	$2,724	12	$6,000	$8,724
06	61606			Maxwell Unified		9	$876	0	$0	$876
06	61614			Pierce Joint Unified		38	$3,697	16	$8,000	$11,697
					COUNTY TOTAL					**$26,576**
CONTRA COSTA										
07	10074			Contra Costa County Office of Education		159	$15,467	48	$24,000	$39,467
07	61630			Acalanes Union High		48	$4,669	24	$12,000	$16,669
07	61648			Antioch Unified		615	$59,823	513	$256,500	$316,323
07	61697			John Swett Unified		74	$7,198	44	$22,000	$29,198
07	61721			Liberty Union High		447	$43,481	276	$138,000	$181,481
07	61739			Martinez Unified		59	$5,739	48	$24,000	$29,739
07	61754			Mt. Diablo Unified		796	$77,428	545	$272,500	$349,928
07	61788			Pittsburg Unified		462	$44,940	436	$218,000	$262,940
07	61796	0101477	C557	Leadership Public Schools: Richmond		36	$3,502	22	$11,000	$14,502
07	61796			West Contra Costa Unified		1135	$110,404	605	$302,500	$412,904
07	61804			San Ramon Valley Unified		230	$22,374	118	$59,000	$81,374
					COUNTY TOTAL					**$1,734,525**
DEL NORTE										
08	10082			Del Norte County Office of Education		84	$8,170	76	$38,000	$46,170
08	61820			Del Norte County Unified		73	$7,101	58	$29,000	$36,101
					COUNTY TOTAL					**$82,271**
EL DORADO										
09	10090			El Dorado County Office of Education		44	$4,280	24	$12,000	$16,280
09	61853			El Dorado Union High		332	$32,295	213	$106,500	$138,795
09	61903			Lake Tahoe Unified		135	$13,132	89	$44,500	$57,632
09	73783			Black Oak Mine Unified		36	$3,502	23	$11,500	$15,002
					COUNTY TOTAL					**$227,709**
FRESNO										
10	10108			Fresno County Office of Education		198	$19,260	218	$109,000	$128,260
10	62117			Clovis Unified		652	$63,421	357	$178,500	$241,921
10	62125			Coalinga-Huron Joint Unified		143	$13,910	86	$43,000	$56,910

Schedule of Estimated Entitlements for the California High School Exit Examination
Intensive Instruction and Services Program
Fiscal Year 2006-07

County Code	District Code	School Code	Charter Number	Local Educational Agency	Number of Eligible 11th Grade Pupils	Funding based on 11th Grade Pupils	Number of Eligible 12th Grade Pupils	Funding based on 12th Grade Pupils	Total Entitlement
10	62158			Fowler Unified	58	$5,642	37	$18,500	$24,142
10	62166	1030642	C149	School of Unlimited Learning	60	$5,836	29	$14,500	$20,336
10	62166	1030667	C163	New Millenium Charter	68	$6,615	49	$24,500	$31,115
10	62166	1030840	C378	Carter G. Woodson Public Charter	57	$5,545	14	$7,000	$12,545
10	62166			Fresno Unified	2621	$254,950	1446	$723,000	$977,950
10	62174	1030774	C270	W.E.B. DuBois Public Charter	32	$3,113	10	$5,000	$8,113
10	62257			Kingsburg Joint Union High	71	$6,907	38	$19,000	$25,907
10	62265			Kings Canyon Joint Unified	512	$49,803	271	$135,500	$185,303
10	62281			Laton Joint Unified	22	$2,140	25	$12,500	$14,640
10	62364	0107623	C674	Crescent View Charter High School	38	$3,696	14	$7,000	$10,696
10	62364			Parlier Unified	142	$13,812	92	$46,000	$59,812
10	62414			Sanger Unified	239	$23,248	107	$53,500	$76,748
10	62430			Selma Unified	157	$15,272	52	$26,000	$41,272
10	62521			Washington Union High	155	$15,077	101	$50,500	$65,577
10	62539	6112387	C044	West Park Charter Academy	36	$3,502	29	$14,500	$18,002
10	73809			Firebaugh-Las Deltas Joint Unified	51	$4,961	61	$30,500	$35,461
10	73965			Central Unified	380	$36,963	243	$121,500	$158,463
10	73999			Kerman Unified	93	$9,046	46	$23,000	$32,046
10	75127	0109991	C746	Crescent View West Charter	29	$2,821	12	$6,000	$8,821
10	75127			Mendota Unified	71	$6,906	40	$20,000	$26,906
10	75234			Golden Plains Unified	36	$3,501	30	$15,000	$18,501
10	75275			Sierra Unified	45	$4,377	28	$14,000	$18,377
10	75408			Riverdale Joint Unified	99	$9,629	36	$18,000	$27,629
10	75598			Caruthers Unified	67	$6,517	27	$13,500	$20,017
				COUNTY TOTAL					**$2,345,470**
GLENN									
11	10116			Glenn County Office of Education	30	$2,918	39	$19,500	$22,418
11	62588			Hamilton Union High	17	$1,654	28	$14,000	$15,654
11	62646			Princeton Joint Unified	2	$195	3	$1,500	$1,695
11	62653			Stony Creek Joint Unified	1	$97	3	$1,500	$1,597
11	62661			Willows Unified	48	$4,670	19	$9,500	$14,170
11	75481			Orland Joint Unified	57	$5,544	49	$24,500	$30,044
				COUNTY TOTAL					**$85,578**
HUMBOLDT									
12	10124			Humboldt County Office of Education	50	$4,863	32	$16,000	$20,863
12	62687			Northern Humboldt Union High	139	$13,521	105	$52,500	$66,021
12	62695			Big Lagoon Union Elementary	3	$292	0	$0	$292
12	62810			Fortuna Union High	89	$8,657	57	$28,500	$37,157
12	62901			Klamath-Trinity Joint Unified	19	$1,848	15	$7,500	$9,348
12	62927	1230150	C277	Pacific View Charter	26	$2,529	22	$11,000	$13,529

Schedule of Estimated Entitlements for the California High School Exit Examination
Intensive Instruction and Services Program
Fiscal Year 2006-07

County Code	District Code	School Code	Charter Number	Local Educational Agency	Number of Eligible 11th Grade Pupils	Funding based on 11th Grade Pupils	Number of Eligible 12th Grade Pupils	Funding based on 12th Grade Pupils	Total Entitlement
12	63032	0111203	C760	Alder Grove Charter	14	$1,362	3	$1,500	$2,862
12	63040			Southern Humboldt Joint Unified	27	$2,627	15	$7,500	$10,127
12	75382			Mattole Unified	49	$4,766	32	$16,000	$20,766
12	75515			Eureka City Unified	150	$14,590	93	$46,500	$61,090
				COUNTY TOTAL					**$242,055**
IMPERIAL									
13	10132			Imperial County Office of Education	110	$10,700	107	$53,500	$64,200
13	63081			Brawley Union High	185	$17,996	106	$53,000	$70,996
13	63099			Calexico Unified	422	$41,049	202	$101,000	$142,049
13	63107			Calipatria Unified	36	$3,502	17	$8,500	$12,002
13	63115			Central Union High	450	$43,772	270	$135,000	$178,772
13	63149			Holtville Unified	53	$5,156	46	$23,000	$28,156
13	63164			Imperial Unified	47	$4,571	22	$11,000	$15,571
13	63214			San Pasqual Valley Unified	25	$2,432	14	$7,000	$9,432
				COUNTY TOTAL					**$521,178**
INYO									
14	10140			Inyo County Office of Education	7	$680	8	$4,000	$4,680
14	63248			Big Pine Unified	9	$876	3	$1,500	$2,376
14	63263			Bishop Joint Union High	41	$3,988	30	$15,000	$18,988
14	63271			Death Valley Unified	2	$195	6	$3,000	$3,195
				COUNTY TOTAL					**$29,239**
KERN									
15	10157			Kern County Office of Education	477	$46,399	426	$213,000	$259,399
15	63412			Delano Joint Union High	408	$39,687	314	$157,000	$196,687
15	63529			Kern Union High	3716	$361,465	2645	$1,322,500	$1,683,965
15	63628			Maricopa Unified	12	$1,167	8	$4,000	$5,167
15	63677			Mojave Unified	120	$11,673	74	$37,000	$48,673
15	63685			Muroc Joint Unified	49	$4,766	28	$14,000	$18,766
15	63776			Southern Kern Unified	111	$10,797	62	$31,000	$41,797
15	63826			Tehachapi Unified	47	$4,572	131	$65,500	$70,072
15	63859			Wasco Union High	202	$19,649	145	$72,500	$92,149
15	73742			Sierra Sands Unified	153	$14,882	69	$34,500	$49,382
15	73908			McFarland Unified	108	$10,506	71	$35,500	$46,006
15	75168			El Tejon Unified	34	$3,307	42	$21,000	$24,307
				COUNTY TOTAL					**$2,536,370**
KINGS									
16	10165			Kings County Office of Education	50	$4,864	60	$30,000	$34,864
16	63875			Armona Union Elementary	28	$2,724	18	$9,000	$11,724
16	63891			Corcoran Joint Unified	137	$13,326	71	$35,500	$48,826
16	63925			Hanford Joint Union High	359	$34,921	254	$127,000	$161,921

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16	63982			Lemoore Union High	234	$22,761	98	$49,000	$71,761
16	73932			Reef-Sunset Unified	53	$5,155	34	$17,000	$22,155
				COUNTY TOTAL					**$351,251**
LAKE									
17	10173			Lake County Office of Education	20	$1,946	25	$12,500	$14,446
17	64014			Kelseyville Unified	54	$5,253	33	$16,500	$21,753
17	64022			Konocti Unified	95	$9,241	60	$30,000	$39,241
17	64030			Lakeport Unified	30	$2,918	11	$5,500	$8,418
17	64055			Middletown Unified	42	$4,086	25	$12,500	$16,586
17	64071			Upper Lake Union High	35	$3,405	34	$17,000	$20,405
				COUNTY TOTAL					**$120,849**
LASSEN									
18	10181			Lassen County Office of Education	3	$292	12	$6,000	$6,292
18	64089			Big Valley Joint Unified	2	$194	5	$2,500	$2,694
18	64139			Lassen Union High	91	$8,852	28	$14,000	$22,852
18	64204	1830132	C399	Westwood Charter	26	$2,529	23	$11,500	$14,029
18	64204			Westwood Unified	11	$1,070	8	$4,000	$5,070
18	75036	6010763	C320	Long Valley Charter	3	$292	4	$2,000	$2,292
18	75036			Fort Sage Unified	8	$778	8	$4,000	$4,778
				COUNTY TOTAL					**$58,007**
LOS ANGELES									
19	10199			Los Angeles County Office of Education	1466	$142,602	2312	$1,156,000	$1,298,602
19	32276			Los Angeles Co CYA	48	$4,669	40	$20,000	$24,669
19	64212			ABC Unified	549	$53,402	395	$197,500	$250,902
19	64246	1996537	C411	Desert Sands Charter	111	$10,797	87	$43,500	$54,297
19	64246			Antelope Valley Union High	2708	$263,414	1813	$906,500	$1,169,914
19	64261			Arcadia Unified	129	$12,548	88	$44,000	$56,548
19	64279			Azusa Unified	525	$51,068	136	$68,000	$119,068
19	64287	1996479	C402	Opportunities for Learning - Baldwin Park	412	$40,076	162	$81,000	$121,076
19	64287			Baldwin Park Unified	645	$62,741	422	$211,000	$273,741
19	64295			Bassett Unified	269	$26,167	158	$79,000	$105,167
19	64303			Bellflower Unified	457	$44,453	330	$165,000	$209,453
19	64329			Bonita Unified	137	$13,326	64	$32,000	$45,326
19	64337	1996099	C130	Options for Youth-Burbank Charter	190	$18,482	92	$46,000	$64,482
19	64337			Burbank Unified	349	$33,948	213	$106,500	$140,448
19	64352	0101642	C590	Media Art Academy at Centinela	35	$3,405	41	$20,500	$23,905
19	64352			Centinela Valley Union High	888	$86,377	614	$307,000	$393,377
19	64378			Charter Oak Unified	172	$16,731	84	$42,000	$58,731
19	64394			Claremont Unified	145	$14,104	124	$62,000	$76,104
19	64436			Covina-Valley Unified	386	$37,547	195	$97,500	$135,047

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19	64444			Culver City Unified	147	$14,299	111	$55,500	$69,799
19	64451			Downey Unified	700	$68,090	386	$193,000	$261,090
19	64469			Duarte Unified	120	$11,672	54	$27,000	$38,672
19	64519			El Monte Union High	1022	$99,412	749	$374,500	$473,912
19	64527			El Rancho Unified	344	$33,462	215	$107,500	$140,962
19	64568			Glendale Unified	468	$45,524	331	$165,500	$211,024
19	64576			Glendora Unified	113	$10,992	54	$27,000	$37,992
19	64584	1996305	C285	Gorman Learning Center	75	$7,295	55	$27,500	$34,795
19	64592			Hawthorne	5	$486	4	$2,000	$2,486
19	64634			Inglewood Unified	490	$47,663	359	$179,500	$227,163
19	64683			Las Virgenes Unified	105	$10,214	48	$24,000	$34,214
19	64691	1996438	C353	Environmental Charter High	33	$3,210	7	$3,500	$6,710
19	64709	1996313	C281	Animo Leadership High	32	$3,113	20	$10,000	$13,113
19	64709			Lennox Elementary	29	$2,821	2	$1,000	$3,821
19	64725			Long Beach Unified	2692	$261,858	1480	$740,000	$1,001,858
19	64733	0100750	C538	Wallis Annenberg High	25	$2,432	10	$5,000	$7,432
19	64733	0101659	C570	Crenshaw Arts-Technology High	45	$4,377	40	$20,000	$24,377
19	64733	0101675	C581	Oscar De La Hoya Animo Charter High	29	$2,821	18	$9,000	$11,821
19	64733	0102434	C602	Animo South Los Angeles Charter	50	$4,864	0	$0	$4,864
19	64733	0106435	C635	Camino Nuevo High School Charter	23	$2,237	0	$0	$2,237
19	64733	0106864	C645	Gertz-Ressler Academy High	25	$2,432	0	$0	$2,432
19	64733	0109553	C710	CA Academy for Liberal Studies Early College High	8	$778	4	$2,000	$2,778
19	64733	0109876	C733	Community Charter Early College High	20	$1,945	0	$0	$1,945
19	64733	0109918	C737	Opportunities Unlimited Charter High	53	$5,155	0	$0	$5,155
19	64733	1933746	C572	Granada Hills Charter High	215	$20,914	68	$34,000	$54,914
19	64733	1996594	C470	Discovery Charter	66	$6,420	25	$12,500	$18,920
19	64733	1996610	C461	Los Angeles Leadership Academy	30	$2,918	0	$0	$2,918
19	64733	1996636	C474	Community Harvest Charter	17	$1,654	11	$5,500	$7,154
19	64733			Los Angeles Unified	23229	$2,259,545	10581	$5,290,500	$7,550,045
19	64774			Lynwood Unified	753	$73,246	371	$185,500	$258,746
19	64790			Monrovia Unified	138	$13,424	78	$39,000	$52,424
19	64808			Montebello Unified	1257	$122,272	977	$488,500	$610,772
19	64840			Norwalk-La Mirada Unified	785	$76,360	370	$185,000	$261,360
19	64865			Palos Verdes Peninsula Unified	133	$12,937	54	$27,000	$39,937
19	64873			Paramount Unified	501	$48,733	359	$179,500	$228,233
19	64881			Pasadena Unified	735	$71,495	443	$221,500	$292,995
19	64907			Pomona Unified	1007	$97,953	357	$178,500	$276,453
19	64964			San Marino Unified	8	$778	4	$2,000	$2,778
19	64980			Santa Monica-Malibu Unified	103	$10,020	194	$97,000	$107,020
19	65029			South Pasadena Unified	36	$3,502	20	$10,000	$13,502

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19	65052			Temple City Unified	109	$10,603	65	$32,500	$43,103
19	65060			Torrance Unified	451	$43,870	255	$127,500	$171,370
19	65094			West Covina Unified	253	$24,610	187	$93,500	$118,110
19	65128			Whittier Union High	1122	$109,139	737	$368,500	$477,639
19	65136	1996263	C214	Opportunities for Learning-Santa Clarita	215	$20,914	110	$55,000	$75,914
19	65136			William S. Hart Union High	795	$77,333	457	$228,500	$305,833
19	73437			Compton Unified	1594	$155,051	879	$439,500	$594,551
19	73445			Hacienda la Puente Unified	729	$70,912	572	$286,000	$356,912
19	73452			Rowland Unified	433	$42,118	337	$168,500	$210,618
19	73460			Walnut Valley Unified	130	$12,646	121	$60,500	$73,146
19	75291	1996016	C117	Options for Youth San Gabriel	69	$6,712	30	$15,000	$21,712
19	75291			San Gabriel Unified	134	$13,034	86	$43,000	$56,034
19	75309			Acton-Agua Dulce Unified	80	$7,782	58	$29,000	$36,782
19	75333			Manhattan Beach Unified	38	$3,696	12	$6,000	$9,696
19	75341			Redondo Beach Unified	194	$18,871	109	$54,500	$73,371
19	75713			Alhambra Unified	733	$71,300	566	$283,000	$354,300
				COUNTY TOTAL					**$19,998,771**
MADERA									
20	10207			Madera County Office of Education	85	$8,268	79	$39,500	$47,768
20	65201			Chowchilla Union High	79	$7,685	26	$13,000	$20,685
20	65243			Madera Unified	496	$48,246	305	$152,500	$200,746
20	75580			Golden Valley Unified	52	$5,058	21	$10,500	$15,558
20	75606			Chawanakee Unified	11	$1,070	18	$9,000	$10,070
20	76414			Yosemite Unified	76	$7,393	51	$25,500	$32,893
				COUNTY TOTAL					**$327,720**
MARIN									
21	10215			Marin County Office of Education	43	$4,183	25	$12,500	$16,683
21	65417			Novato Unified	145	$14,104	79	$39,500	$53,604
21	65466			San Rafael City High	149	$14,493	73	$36,500	$50,993
21	65482			Tamalpais Union High	126	$12,256	71	$35,500	$47,756
				COUNTY TOTAL					**$169,036**
MARIPOSA									
22	65532			Mariposa County Unified	30	$2,918	21	$10,500	$13,418
				COUNTY TOTAL					**$13,418**
MENDOCINO									
23	10231			Mendocino County Office of Education	28	$2,724	16	$8,000	$10,724
23	65540			Anderson Valley Unified	15	$1,459	13	$6,500	$7,959
23	65565			Fort Bragg Unified	61	$5,933	28	$14,000	$19,933
23	65581			Mendocino Unified	14	$1,363	4	$2,000	$3,363
23	65599			Point Arena Joint Union High	6	$584	16	$8,000	$8,584

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23	65607			Round Valley Unified	22	$2,140	6	$3,000	$5,140
23	65615	2330413	C271	Redwood Academy of Ukiah	3	$292	1	$500	$792
23	65615	2330454	C439	Accelerated Achievement Academy	19	$1,848	8	$4,000	$5,848
23	65615			Ukiah Unified	170	$16,536	113	$56,500	$73,036
23	65623	2330363	C166	Willits Charter	3	$292	1	$500	$792
23	65623			Willits Unified	67	$6,518	50	$25,000	$31,518
23	73866			Potter Valley Community Unified	5	$486	5	$2,500	$2,986
23	73916			Laytonville Unified	19	$1,848	8	$4,000	$5,848
23	75218			Leggett Valley Unified	4	$389	1	$500	$889
				COUNTY TOTAL					**$177,412**
MERCED									
24	10249			Merced County Office of Education	319	$31,030	273	$136,500	$167,530
24	65698			Hilmar Unified	49	$4,767	43	$21,500	$26,267
24	65730			Le Grand Union High	60	$5,836	35	$17,500	$23,336
24	65755			Los Banos Unified	187	$18,190	101	$50,500	$68,690
24	65789			Merced Union High	758	$73,732	386	$193,000	$266,732
24	73619			Gustine Unified	47	$4,572	35	$17,500	$22,072
24	75317			Dos Palos Oro Loma Joint Unified	88	$8,560	54	$27,000	$35,560
24	75366			Delhi Unified	66	$6,420	29	$14,500	$20,920
				COUNTY TOTAL					**$631,107**
MODOC									
25	73585	2530129	C279	Modoc Charter	35	$3,405	7	$3,500	$6,905
25	73585			Modoc Joint Unified	24	$2,335	17	$8,500	$10,835
25	73593			Tulelake Basin Joint Unified	15	$1,459	9	$4,500	$5,959
				COUNTY TOTAL					**$23,699**
MONO									
26	10264			Mono County Office of Education	1	$97	2	$1,000	$1,097
26	73668	2630085	C136	Sierra Charter	39	$3,794	15	$7,500	$11,294
26	73668			Eastern Sierra Unified	15	$1,459	8	$4,000	$5,459
26	73692			Mammoth Unified	10	$973	7	$3,500	$4,473
				COUNTY TOTAL					**$22,323**
MONTEREY									
27	10272	2730232	C327	Monterey County Home Charter	35	$3,405	20	$10,000	$13,405
27	10272			Monterey County Office of Education	63	$6,128	51	$25,500	$31,628
27	65987			Carmel Unified	39	$3,794	11	$5,500	$9,294
27	66068			King City Joint Union High	212	$20,621	187	$93,500	$114,121
27	66092	2730240	C362	Learning for Life Charter	21	$2,043	6	$3,000	$5,043
27	66092			Monterey Peninsula Unified	317	$30,836	201	$100,500	$131,336
27	66134			Pacific Grove Unified	31	$3,016	15	$7,500	$10,516
27	66159			Salinas Union High	919	$89,392	537	$268,500	$357,892

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27	73825			North Monterey County Unified	127	$12,353	106	$53,000	$65,353
27	75440			Soledad Unified	137	$13,327	68	$34,000	$47,327
27	75473			Gonzales Unified	98	$9,533	38	$19,000	$28,533
				COUNTY TOTAL					**$814,448**
NAPA									
28	66241			Calistoga Joint Unified	18	$1,751	11	$5,500	$7,251
28	66266			Napa Valley Unified	451	$43,870	356	$178,000	$221,870
28	66290			Saint Helena Unified	35	$3,405	13	$6,500	$9,905
				COUNTY TOTAL					**$239,026**
NEVADA									
29	10298	2930147	C255	Muir Charter	0	$0	887	$443,500	$443,500
29	66357			Nevada Joint Union High	165	$16,049	125	$62,500	$78,549
29	66399			Ready Springs Union Elementary	3	$292	3	$1,500	$1,792
29	66415			Twin Ridges Elementary	41	$3,989	26	$13,000	$16,989
				COUNTY TOTAL					**$540,830**
ORANGE									
30	10306			Orange County Department of Education	1259	$122,467	442	$221,000	$343,467
30	66431			Anaheim Union High	1549	$150,674	1034	$517,000	$667,674
30	66449			Brea-Olinda Unified	64	$6,225	34	$17,000	$23,225
30	66464	6120356	C463	Opportunities for Learning	6	$584	2	$1,000	$1,584
30	66464			Capistrano Unified	673	$65,465	356	$178,000	$243,465
30	66514			Fullerton Joint Union High	567	$55,152	343	$171,500	$226,652
30	66522			Garden Grove Unified	885	$86,085	427	$213,500	$299,585
30	66548			Huntington Beach Union High	822	$79,958	369	$184,500	$264,458
30	66555			Laguna Beach Unified	33	$3,210	23	$11,500	$14,710
30	66597			Newport-Mesa Unified	433	$42,119	261	$130,500	$172,619
30	66621			Orange Unified	532	$51,749	327	$163,500	$215,249
30	66647			Placentia-Yorba Linda Unified	412	$40,075	227	$113,500	$153,575
30	66670	3030723	C290	Orange County High School of the Arts	9	$875	1	$500	$1,375
30	66670			Santa Ana Unified	1464	$142,406	746	$373,000	$515,406
30	73635			Saddleback Valley Unified	509	$49,512	287	$143,500	$193,012
30	73643			Tustin Unified	352	$34,240	195	$97,500	$131,740
30	73650			Irvine Unified	333	$32,392	167	$83,500	$115,892
30	73924			Los Alamitos Unified	79	$7,685	61	$30,500	$38,185
				COUNTY TOTAL					**$3,621,873**
PLACER									
31	10314			Placer County Office of Education	33	$3,210	13	$6,500	$9,710
31	66894			Placer Union High	198	$19,261	128	$64,000	$83,261
31	66928			Roseville Joint Union High	447	$43,480	264	$132,000	$175,480
31	66944			Tahoe-Truckee Joint Unified	86	$8,365	43	$21,500	$29,865

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31	66951	3130168	C015	Horizon Charter	238	$23,151	150	$75,000	$98,151
31	66951			Western Placer Unified	102	$9,922	62	$31,000	$40,922
31	75085			Rocklin Unified	116	$11,284	66	$33,000	$44,284
				COUNTY TOTAL					**$481,673**
PLUMAS									
32	66969	3230083	C146	Plumas Charter 146	10	$973	5	$2,500	$3,473
32	66969			Plumas Unified	36	$3,500	17	$8,500	$12,000
				COUNTY TOTAL					**$15,473**
RIVERSIDE									
33	10330	0110833	C753	Eagles Peak Charter School Inland Empire	78	$7,587	59	$29,500	$37,087
33	10330			Riverside County Office of Education	923	$89,783	892	$446,000	$535,783
33	31625			California School for the Deaf-Southern (State Special Schoc	39	$3,794	35	$17,500	$21,294
33	66977			Alvord Unified	658	$64,005	300	$150,000	$214,005
33	66985			Banning Unified	165	$16,050	108	$54,000	$70,050
33	66993			Beaumont Unified	195	$18,968	99	$49,500	$68,468
33	67033			Corona-Norco Unified	1296	$126,065	707	$353,500	$479,565
33	67058			Desert Sands Unified	761	$74,024	501	$250,500	$324,524
33	67082			Hemet Unified	775	$75,387	476	$238,000	$313,387
33	67090			Jurupa Unified	842	$81,904	443	$221,500	$303,404
33	67124			Moreno Valley Unified	1201	$116,824	860	$430,000	$546,824
33	67173			Palm Springs Unified	812	$78,985	731	$365,500	$444,485
33	67181			Palo Verde Unified	147	$14,299	95	$47,500	$61,799
33	67207			Perris Union High	837	$81,416	446	$223,000	$304,416
33	67215			Riverside Unified	1281	$124,607	877	$438,500	$563,107
33	67249			San Jacinto Unified	291	$28,306	180	$90,000	$118,306
33	73676			Coachella Valley Unified	592	$57,585	357	$178,500	$236,085
33	75176			Lake Elsinore Unified	532	$51,749	340	$170,000	$221,749
33	75192	3330917	C284	Temecula Preparatory	4	$389	0	$0	$389
33	75192			Temecula Valley Unified	563	$54,764	418	$209,000	$263,764
33	75200			Murrieta Valley Unified	350	$34,044	145	$72,500	$106,544
33	75242			Val Verde Unified	668	$64,978	361	$180,500	$245,478
				COUNTY TOTAL					**$5,480,513**
SACRAMENTO									
34	10348			Sacramento County Office of Education	208	$20,234	103	$51,500	$71,734
34	67314			Elk Grove Unified	1263	$122,856	891	$445,500	$568,356
34	67330			Folsom-Cordova Unified	336	$32,683	235	$117,500	$150,183
34	67355			Galt Joint Union High	181	$17,606	113	$56,500	$74,106
34	67363			Grant Joint Union High	1038	$100,968	545	$272,500	$373,468
34	67405	0108415	C687	Heritage Peak Charter	20	$1,945	11	$5,500	$7,445
34	67413			River Delta Joint Unified	75	$7,295	45	$22,500	$29,795

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34	67439	0102038	C596	Sacramento Charter High	145	$14,104	80	$40,000	$54,104
34	67439			Sacramento City Unified	1316	$128,010	842	$421,000	$549,010
34	67447	3430691	C217	Options for Youth-San Juan	99	$9,630	57	$28,500	$38,130
34	67447			San Juan Unified	1200	$116,725	676	$338,000	$454,725
34	73973			Center Joint Unified	82	$7,976	57	$28,500	$36,476
34	75283			Natomas Unified	329	$32,002	229	$114,500	$146,502
				COUNTY TOTAL					**$2,554,034**
SAN BENITO									
35	10355			San Benito County Office of Education	14	$1,362	5	$2,500	$3,862
35	67538			San Benito High	297	$28,890	162	$81,000	$109,890
35	75259			Aromas/San Juan Unified	25	$2,432	15	$7,500	$9,932
				COUNTY TOTAL					**$123,684**
SAN BERNARDINO									
36	10363			San Bernardino County Office of Education	389	$37,840	477	$238,500	$276,340
36	67611			Barstow Unified	231	$22,470	110	$55,000	$77,470
36	67637			Bear Valley Unified	92	$8,950	50	$25,000	$33,950
36	67652			Chaffey Joint Union High	2270	$220,807	1434	$717,000	$937,807
36	67678			Chino Valley Unified	829	$80,639	510	$255,000	$335,639
36	67686			Colton Joint Unified	870	$84,627	601	$300,500	$385,127
36	67710			Fontana Unified	1379	$134,139	982	$491,000	$625,139
36	67777			Morongo Unified	320	$31,127	155	$77,500	$108,627
36	67801			Needles Unified	20	$1,945	19	$9,500	$11,445
36	67827	0108845	C703	Sedona Charter Academy	26	$2,529	24	$12,000	$14,529
36	67843			Redlands Unified	481	$46,788	336	$168,000	$214,788
36	67850			Rialto Unified	1205	$117,213	688	$344,000	$461,213
36	67868			Rim of the World Unified	137	$13,326	59	$29,500	$42,826
36	67876	0107730	C677	ASA Charter	63	$6,128	90	$45,000	$51,128
36	67876			San Bernardino City Unified	604	$58,753	402	$201,000	$259,753
36	67892			Trona Joint Unified	8	$778	4	$2,000	$2,778
36	67934	0105833	C614	High Desert Academy of Applied Arts and Sciences	12	$1,167	8	$4,000	$5,167
36	67934	3630670	C013	Options for Youth-Victorville Charter	173	$16,828	107	$53,500	$70,328
36	67934	3630761	C074	Excelsior Education Center	99	$9,630	45	$22,500	$32,130
36	67934			Victor Valley Union High	571	$55,542	323	$161,500	$217,042
36	67959			Yucaipa-Calimesa Joint Unified	166	$16,146	53	$26,500	$42,646
36	73858			Baker Valley Unified	8	$778	6	$3,000	$3,778
36	73890			Silver Valley Unified	44	$4,280	29	$14,500	$18,780
36	73957			Snowline Joint Unified	258	$25,096	121	$60,500	$85,596
36	75044	3631132	C435	Crosswalk: Hesperia Experiential Learning Pathways	10	$973	1	$500	$1,473
36	75044			Hesperia Unified	710	$69,063	402	$201,000	$270,063
36	75051			Lucerne Valley Unified	32	$3,112	16	$8,000	$11,112

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36	75069	6113427	C105	Options for Youth - Upland	245	$23,832	143	$71,500	$95,332
36	75069			Upland Unified	306	$29,765	148	$74,000	$103,765
36	75077	3631207	C127	Academy for Academic Excellence	14	$1,362	4	$2,000	$3,362
36	75077			Apple Valley Unified	458	$44,550	254	$127,000	$171,550
				COUNTY TOTAL					**$4,970,683**
SAN DIEGO									
37	10371			San Diego County Office of Education	176	$17,121	115	$57,500	$74,621
37	67983			Borrego Springs Unified	24	$2,334	8	$4,000	$6,334
37	68031			Coronado Unified	38	$3,696	16	$8,000	$11,696
37	68049	6119564	C419	Dehesa Charter	39	$3,794	30	$15,000	$18,794
37	68106	3731023	C109	Escondido Charter High	20	$1,945	11	$5,500	$7,445
37	68106			Escondido Union High	672	$65,368	408	$204,000	$269,368
37	68122			Fallbrook Union High	300	$29,181	142	$71,000	$100,181
37	68130	3732732	C150	Helix High	115	$11,186	78	$39,000	$50,186
37	68130			Grossmont Union High	1666	$162,056	1269	$634,500	$796,556
37	68155	6117303	C261	Greater San Diego Academy	13	$1,265	9	$4,500	$5,765
37	68163	3731239	C267	Julian Charter	57	$5,545	37	$18,500	$24,045
37	68171	3731254	C282	Eagles Peak Charter	143	$13,910	91	$45,500	$59,410
37	68171			Julian Union High	15	$1,459	4	$2,000	$3,459
37	68213			Mountain Empire Unified	50	$4,864	24	$12,000	$16,864
37	68296			Poway Unified	340	$33,072	202	$101,000	$134,072
37	68304	3731544	C457	Sun Valley Charter	3	$292	0	$0	$292
37	68304			Ramona City Unified	64	$6,225	81	$40,500	$46,725
37	68338	0108787	C622	High Tech High Media Arts	7	$681	0	$0	$681
37	68338	3730959	C028	Charter School of San Diego	156	$15,174	93	$46,500	$61,674
37	68338	3731247	C269	High Tech High	15	$1,459	0	$0	$1,459
37	68338	3731395	C406	Audeo	21	$2,043	6	$3,000	$5,043
37	68338			San Diego Unified	3168	$308,157	1718	$859,000	$1,167,157
37	68346			San Dieguito Union High	219	$21,302	150	$75,000	$96,302
37	68411			Sweetwater Union High	2485	$241,723	1555	$777,500	$1,019,223
37	68437	0101220	C518	Rainbow Advanced Institute for Learning	6	$584	3	$1,500	$2,084
37	68452	0106120	C627	SIATech	64	$6,225	1369	$684,500	$690,725
37	68452	3730942	C050	Guajome Park Academy Charter	52	$5,058	30	$15,000	$20,058
37	68452			Vista Unified	463	$45,037	311	$155,500	$200,537
37	73551			Carlsbad Unified	155	$15,077	104	$52,000	$67,077
37	73569	3731221	C247	Pacific View Charter	22	$2,140	23	$11,500	$13,640
37	73569			Oceanside Unified	497	$48,344	328	$164,000	$212,344
37	73791	0109785	C723	Bayshore Prep Charter	46	$4,475	24	$12,000	$16,475
37	73791			San Marcos Unified	241	$23,442	184	$92,000	$115,442
37	75416			Warner Unified	5	$486	5	$2,500	$2,986

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37	75614			Valley Center-Pauma Unified	131	$12,743	80	$40,000	$52,743
				COUNTY TOTAL					**$5,371,463**
SAN FRANCISCO									
38	10389			San Francisco County Office of Education	112	$10,895	60	$30,000	$40,895
38	68478	0101774	C567	Five Keys Charter	24	$2,335	0	$0	$2,335
38	68478	3830411	C122	Leadership High	16	$1,556	6	$3,000	$4,556
38	68478	3830437	C141	Gateway High	3	$292	6	$3,000	$3,292
38	68478			San Francisco Unified	800	$77,817	236	$118,000	$195,817
				COUNTY TOTAL					**$246,895**
SAN JOAQUIN									
39	10397	3930476	C423	Venture Academy	63	$6,128	20	$10,000	$16,128
39	10397			San Joaquin County Office of Education	71	$6,907	80	$40,000	$46,907
39	32276			San Joaquin Co CYA	125	$12,159	128	$64,000	$76,159
39	68502			Escalon Unified	84	$8,171	40	$20,000	$28,171
39	68569			Lincoln Unified	260	$25,291	97	$48,500	$73,791
39	68577			Linden Unified	11	$1,070	34	$17,000	$18,070
39	68585	0101956	C565	Benjamin Holt College Preparatory Academy	7	$681	1	$500	$1,181
39	68585			Lodi Unified	610	$59,336	426	$213,000	$272,336
39	68593			Manteca Unified	632	$61,476	399	$199,500	$260,976
39	68627			New Jerusalem Elementary	32	$3,113	13	$6,500	$9,613
39	68650			Ripon Unified	37	$3,599	27	$13,500	$17,099
39	68676			Stockton Unified	1512	$147,078	879	$439,500	$586,578
39	75499			Tracy Joint Unified	327	$31,808	196	$98,000	$129,808
				COUNTY TOTAL					**$1,536,817**
SAN LUIS OBISPO									
40	10405			San Luis Obispo County Office of Education	149	$14,494	115	$57,500	$71,994
40	32276			San Luis Obispo Co CYA	56	$5,447	10	$5,000	$10,447
40	68700			Atascadero Unified	92	$8,949	65	$32,500	$41,449
40	68759			Lucia Mar Unified	158	$15,368	99	$49,500	$64,868
40	68809			San Luis Coastal Unified	108	$10,506	64	$32,000	$42,506
40	68833			Shandon Joint Unified	9	$875	2	$1,000	$1,875
40	68841			Templeton Unified	56	$5,448	42	$21,000	$26,448
40	75457			Paso Robles Joint Unified	213	$20,719	118	$59,000	$79,719
40	75465			Coast Unified	15	$1,459	14	$7,000	$8,459
				COUNTY TOTAL					**$347,765**
SAN MATEO									
41	10413			San Mateo County Office of Education	119	$11,576	78	$39,000	$50,576
41	68890			Cabrillo Unified	85	$8,268	79	$39,500	$47,768
41	68924			Jefferson Union High	425	$41,341	214	$107,000	$148,341
41	68940			La Honda-Pescadero Unified	9	$875	3	$1,500	$2,375

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41	68999	0109561	C709	Stanford New School	43	$4,183	34	$17,000	$21,183
41	69047			San Mateo Union High	447	$43,480	188	$94,000	$137,480
41	69062			Sequoia Union High	585	$56,903	410	$205,000	$261,903
41	69070			South San Francisco Unified	164	$15,953	139	$69,500	$85,453
41	76430	0110015	C749	High Tech High Bayshore	14	$1,362	2	$1,000	$2,362
				COUNTY TOTAL					**$757,441**
SANTA BARBARA									
42	10421			Santa Barbara County Office of Education	123	$11,964	79	$39,500	$51,464
42	69146			Carpinteria Unified	84	$8,170	48	$24,000	$32,170
42	69229			Lompoc Unified	236	$22,956	134	$67,000	$89,956
42	69245			Los Olivos Elementary	40	$3,891	20	$10,000	$13,891
42	69286			Santa Barbara High	511	$49,706	301	$150,500	$200,206
42	69310			Santa Maria Joint Union High	684	$66,535	432	$216,000	$282,535
42	69328			Santa Ynez Valley Union High	48	$4,669	43	$21,500	$26,169
42	75010			Cuyama Joint Unified	3	$292	1	$500	$792
				COUNTY TOTAL					**$697,183**
SANTA CLARA									
43	10439	0102905	C611	Leadership Public Schools - San Jose	18	$1,751	0	$0	$1,751
43	10439			Santa Clara County Office of Education	192	$18,676	209	$104,500	$123,176
43	69401			Campbell Union High	519	$50,485	325	$162,500	$212,985
43	69427	0107151	C646	Escuela Popular/Center for Training and Careers, Family Lea	27	$2,626	28	$14,000	$16,626
43	69427	4330601	C328	MACSA Academia Calmecac	14	$1,362	13	$6,500	$7,862
43	69427	4330676	C425	San Jose Conservation Corps Charter	0	$0	163	$81,500	$81,500
43	69427	4330726	C502	Escuela Popular Accelerated Family Learning	10	$973	2	$1,000	$1,973
43	69427			East Side Union High	2131	$207,287	1692	$846,000	$1,053,287
43	69468			Fremont Union High	394	$38,325	222	$111,000	$149,325
43	69484	4330619	C299	MACSA El Portal Leadership Academy	39	$3,794	22	$11,000	$14,794
43	69484			Gilroy Unified	276	$26,848	172	$86,000	$112,848
43	69534			Los Gatos-Saratoga Joint Union High	78	$7,588	49	$24,500	$32,088
43	69583			Morgan Hill Unified	176	$17,120	99	$49,500	$66,620
43	69609			Mountain View-Los Altos Union High	193	$18,774	141	$70,500	$89,274
43	69641			Palo Alto Unified	94	$9,143	68	$34,000	$43,143
43	69666			San Jose Unified	798	$77,623	549	$274,500	$352,123
43	69674			Santa Clara Unified	369	$35,893	229	$114,500	$150,393
43	73387			Milpitas Unified	257	$24,999	161	$80,500	$105,499
				COUNTY TOTAL					**$2,615,267**
SANTA CRUZ									
44	10447			Santa Cruz County Office of Education	98	$9,533	90	$45,000	$54,533
44	69765			Live Oak Elementary	2	$195	2	$1,000	$1,195
44	69799			Pajaro Valley Unified	573	$55,736	415	$207,500	$263,236

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44	69807	0110007	C747	Ocean Grove Charter	9	$875	10	$5,000	$5,875
44	69807			San Lorenzo Valley Unified	77	$7,490	25	$12,500	$19,990
44	69823			Santa Cruz City High	242	$23,539	211	$105,500	$129,039
44	75432			Scotts Valley Unified	25	$2,432	16	$8,000	$10,432
COUNTY TOTAL				**COUNTY TOTAL**					**$484,300**
SHASTA									
45	10454			Shasta County Office of Education	55	$5,349	42	$21,000	$26,349
45	69856			Anderson Union High	154	$14,980	126	$63,000	$77,980
45	69989			Fall River Joint Unified	23	$2,237	14	$7,000	$9,237
45	70110			Redding Elementary	7	$681	3	$1,500	$2,181
45	70136	4530267	C256	Shasta Secondary Home	19	$1,848	11	$5,500	$7,348
45	70136			Shasta Union High	406	$39,493	186	$93,000	$132,493
45	75267			Gateway Unified	79	$7,685	63	$31,500	$39,185
COUNTY TOTAL				**COUNTY TOTAL**					**$294,773**
SIERRA									
46	70177			Sierra-Plumas Joint Unified	7	$681	5	$2,500	$3,181
COUNTY TOTAL				**COUNTY TOTAL**					**$3,181**
SISKIYOU									
47	70250			Dunsmuir Joint Union High	7	$681	8	$4,000	$4,681
47	70276			Etna Union High	15	$1,459	5	$2,500	$3,959
47	70466	0106393	C637	Golden Eagle Charter	21	$2,043	12	$6,000	$8,043
47	70466			Siskiyou Union High	35	$3,405	21	$10,500	$13,905
47	70516			Yreka Union High	50	$4,864	29	$14,500	$19,364
COUNTY TOTAL				**COUNTY TOTAL**					**$49,952**
SOLANO									
48	10488			Solano County Office of Education	37	$3,600	31	$15,500	$19,100
48	70524			Benicia Unified	124	$12,061	59	$29,500	$41,561
48	70532			Dixon Unified	111	$10,797	79	$39,500	$50,297
48	70540			Fairfield-Suisun Unified	707	$68,771	394	$197,000	$265,771
48	70565			Travis Unified	96	$9,338	41	$20,500	$29,838
48	70573			Vacaville Unified	362	$35,212	213	$106,500	$141,712
48	70581			Vallejo City Unified	508	$49,414	191	$95,500	$144,914
COUNTY TOTAL				**COUNTY TOTAL**					**$693,193**
SONOMA									
49	10496			Sonoma County Office of Education	149	$14,494	133	$66,500	$80,994
49	70607			West Sonoma County Union High	94	$9,143	59	$29,500	$38,643
49	70656			Cloverdale Unified	32	$3,112	12	$6,000	$9,112
49	70706			Geyserville Unified	10	$973	2	$1,000	$1,973
49	70730	6120588	C492	Pathways Charter	25	$2,432	16	$8,000	$10,432
49	70862			Petaluma Joint Union High	229	$22,274	105	$52,500	$74,774

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49	70904	0101923	C558	Roseland Charter	14	$1,362	0	$0	$1,362
49	70920	0108811	C696	Abraxis Charter	12	$1,167	15	$7,500	$8,667
49	70920			Santa Rosa High	653	$63,519	415	$207,500	$271,019
49	70953			Sonoma Valley Unified	90	$8,754	45	$22,500	$31,254
49	70961			Twin Hills Union Elementary	9	$875	2	$1,000	$1,875
49	73882			Cotati-Rohnert Park Unified	142	$13,813	100	$50,000	$63,813
49	75358			Windsor Unified	122	$11,867	75	$37,500	$49,367
49	75390			Healdsburg Unified	92	$8,949	51	$25,500	$34,449
COUNTY TOTAL				**COUNTY TOTAL**					**$677,734**
STANISLAUS									
50	10504	0101501	C528	Archway Academy	14	$1,362	21	$10,500	$11,862
50	10504	5030234	C172	Valley Charter High	11	$1,070	12	$6,000	$7,070
50	10504			Stanislaus County Office of Education	97	$9,435	94	$47,000	$56,435
50	71043			Ceres Unified	289	$28,110	181	$90,500	$118,610
50	71068			Denair Unified	76	$7,392	43	$21,500	$28,892
50	71175			Modesto City High	1419	$138,030	731	$365,500	$503,530
50	71217			Patterson Joint Unified	144	$14,007	56	$28,000	$42,007
50	73601			Newman-Crows Landing Unified	79	$7,684	46	$23,000	$30,684
50	75549			Hughson Unified	71	$6,907	31	$15,500	$22,407
50	75556			Riverbank Unified	108	$10,506	56	$28,000	$38,506
50	75564			Oakdale Joint Unified	150	$14,590	67	$33,500	$48,090
50	75572	5030317	C477	Connecting Waters Charter	128	$12,451	82	$41,000	$53,451
50	75572			Waterford Unified	52	$5,058	21	$10,500	$15,558
50	75739			Turlock Unified	311	$30,252	221	$110,500	$140,752
COUNTY TOTAL				**COUNTY TOTAL**					**$1,117,854**
SUTTER									
51	10512			Sutter County Office of Education	46	$4,475	63	$31,500	$35,975
51	71373			East Nicolaus Joint Union High	12	$1,167	12	$6,000	$7,167
51	71399			Live Oak Unified	55	$5,350	19	$9,500	$14,850
51	71407	0109793	C724	South Sutter Charter	113	$10,992	145	$72,500	$83,492
51	71449			Sutter Union High	47	$4,572	34	$17,000	$21,572
51	71464	0109215	C702	Yuba City Charter High	16	$1,556	10	$5,000	$6,556
51	71464			Yuba City Unified	290	$28,209	156	$78,000	$106,209
COUNTY TOTAL				**COUNTY TOTAL**					**$275,821**
TEHAMA									
52	10520			Tehama County Office of Education	5	$486	2	$1,000	$1,486
52	71506			Corning Union High	83	$8,073	62	$31,000	$39,073
52	71571			Los Molinos Unified	15	$1,460	10	$5,000	$6,460
52	71605			Mineral Elementary	17	$1,654	16	$8,000	$9,654
52	71639			Red Bluff Joint Union High	188	$18,286	85	$42,500	$60,786

Schedule of Estimated Entitlements for the California High School Exit Examination
Intensive Instruction and Services Program
Fiscal Year 2006-07

County Code	District Code	School Code	Charter Number	Local Educational Agency		Number of Eligible 11th Grade Pupils	Funding based on 11th Grade Pupils	Number of Eligible 12th Grade Pupils	Funding based on 12th Grade Pupils	Total Entitlement
COUNTY TOTAL					**COUNTY TOTAL**					**$117,459**
TRINITY										
53	10538			Trinity County Office of Education		4	$389	4	$2,000	$2,389
53	71779			Trinity Union High		27	$2,627	18	$9,000	$11,627
53	75028			Mountain Valley Unified		5	$486	5	$2,500	$2,986
COUNTY TOTAL					**COUNTY TOTAL**					**$17,002**
TULARE										
54	10546			Tulare County Office of Education		227	$22,081	144	$72,000	$94,081
54	71803			Alpaugh Unified		10	$973	9	$4,500	$5,473
54	71860			Cutler-Orosi Joint Unified		76	$7,393	41	$20,500	$27,893
54	71928			Exeter Union High		83	$8,074	55	$27,500	$35,574
54	71993			Lindsay Unified		143	$13,910	63	$31,500	$45,410
54	72249			Tulare Joint Union High		468	$45,523	253	$126,500	$172,023
54	72256			Visalia Unified		739	$71,884	454	$227,000	$298,884
54	72280			Woodlake Union High		90	$8,755	60	$30,000	$38,755
54	75325			Farmersville Unified		74	$7,198	46	$23,000	$30,198
54	75523			Porterville Unified		551	$53,597	325	$162,500	$216,097
54	75531			Dinuba Unified		213	$20,719	110	$55,000	$75,719
COUNTY TOTAL					**COUNTY TOTAL**					**$1,040,107**
TUOLUMNE										
55	72389			Sonora Union High		100	$9,728	60	$30,000	$39,728
55	72413	0112276	C807	Gold Rush Charter		8	$778	8	$4,000	$4,778
55	72413			Summerville Union High		37	$3,598	20	$10,000	$13,598
55	75184			Big Oak Flat-Groveland Unified		17	$1,653	5	$2,500	$4,153
COUNTY TOTAL					**COUNTY TOTAL**					**$62,257**
VENTURA										
56	10561	0109900	C735	Vista Real Charter High		12	$1,167	3	$1,500	$2,667
56	10561			Ventura County Office of Education		86	$8,365	103	$51,500	$59,865
56	32276			Ventura Co CYA		34	$3,307	49	$24,500	$27,807
56	72454			Fillmore Unified		116	$11,284	42	$21,000	$32,284
56	72520			Ojai Unified		73	$7,101	47	$23,500	$30,601
56	72546			Oxnard Union High		1149	$111,766	849	$424,500	$536,266
56	72595			Santa Paula Union High		187	$18,190	83	$41,500	$59,690
56	72603			Simi Valley Unified		409	$39,785	336	$168,000	$207,785
56	72611	0100875	C519	Somis Academy		28	$2,724	8	$4,000	$6,724
56	72652			Ventura Unified		422	$41,050	223	$111,500	$152,550
56	73759			Conejo Valley Unified		202	$19,649	93	$46,500	$66,149
56	73874			Oak Park Unified		44	$4,280	32	$16,000	$20,280
56	73940			Moorpark Unified		135	$13,132	59	$29,500	$42,632
COUNTY TOTAL					**COUNTY TOTAL**					**$1,245,300**

Schedule of Estimated Entitlements for the California High School Exit Examination
Intensive Instruction and Services Program
Fiscal Year 2006-07

County Code	District Code	School Code	Charter Number	Local Educational Agency	Number of Eligible 11th Grade Pupils	Funding based on 11th Grade Pupils	Number of Eligible 12th Grade Pupils	Funding based on 12th Grade Pupils	Total Entitlement
YOLO									
57	10579			Yolo County Office of Education	9	$875	5	$2,500	$3,375
57	72678			Davis Joint Unified	120	$11,673	66	$33,000	$44,673
57	72686			Esparto Unified	25	$2,432	20	$10,000	$12,432
57	72694			Washington Unified	178	$17,314	101	$50,500	$67,814
57	72702			Winters Joint Unified	89	$8,658	55	$27,500	$36,158
57	72710			Woodland Joint Unified	349	$33,948	245	$122,500	$156,448
COUNTY TOTAL				**COUNTY TOTAL**					**$320,900**
YUBA									
58	10587			Yuba County Office of Education	115	$11,187	124	$62,000	$73,187
58	72728	6115935	C165	Camptonville Academy	31	$3,015	15	$7,500	$10,515
58	72736			Marysville Joint Unified	273	$26,555	205	$102,500	$129,055
58	72744			Plumas Lake Elementary	5	$486	4	$2,000	$2,486
58	72751			Wheatland Elementary	5	$486	4	$2,000	$2,486
58	72769			Wheatland Union High	44	$4,280	15	$7,500	$11,780
COUNTY TOTAL				**COUNTY TOTAL**					**$229,509**
				STATE TOTAL					**$69,598,992**

Prepared by:
California Department of Education
School Fiscal Services Division
9/29/2006

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 3, 2006

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

FROM: William L. Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 08

SUBJECT: California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE program update

The CAHSEE was administered in July 2006 to grade 12 and adult students who had not yet passed one or both parts of the exam to satisfy this graduation requirement. Of those seniors in the Class of 2006 tested in July, an additional 819 have now satisfied the CAHSEE graduation requirement. Therefore an estimated 91.4 percent of the Class of 2006 has met the CAHSEE requirement.

Attachment 1 contains the news release of the results of the July 2006 CAHSEE administration for the Class of 2006 students who had yet to pass one or both parts of the exam.

ATTACHMENTS

Attachment 1: News Release #06-130 SCHOOLS CHIEF JACK O'CONNELL ANNOUNCES FINAL EXIT EXAM RESULTS FOR THE CLASS OF 2006 SENIOR YEAR (3 pages)

CALIFORNIA DEPARTMENT OF EDUCATION
NEWS RELEASE
JACK O'CONNELL
State Superintendent
of Public Instruction

SCHOOLS CHIEF JACK O'CONNELL ANNOUNCES FINAL EXIT EXAM RESULTS FOR THE CLASS OF 2006 SENIOR YEAR

SANTA MONICA — State Superintendent of Public Instruction Jack O'Connell today announced at Santa Monica High School that an additional 819 students in the Class of 2006 passed the California High School Exit Exam (CAHSEE) administered in July, the last time the test was offered during the Class of 2006's traditional senior year.

"I am tremendously proud of these students for their hard work and persistence, and congratulate them for reaching this important milestone," O'Connell said. "Their hard work has made them more literate, better problem solvers, and more effective communicators. These are skills demanded by today's challenging world. Now, with the traditional senior year of high school behind the Class of 2006, I think we can say that the Exit Exam is working as it was intended."

At the news conference, O'Connell presented a high school diploma to Jeffrey Ramirez, one of the students who passed the Exit Exam in July. Jeffrey, who was a Santa Monica High senior last school year, had met all of the other graduation requirements but had struggled to pass the Exit Exam. He described how his teachers worked with him to master the skills measured by the Exam. Jeffrey currently attends Santa Monica Community College and hopes to become a high school counselor.

The Class of 2006 was the first graduating class required to pass the Exit Exam as a condition of graduation. Ninety-one point four percent have met the Exit Exam requirement by passing both the math and English-language arts (ELA) portion of the test. However, passage rates among African American students, Latino students, economically disadvantaged students, and those learning the English language are significantly lower.

"With each administration of the Exit Exam, more students succeeded in mastering the critically essential skills in English and math that they must have to survive and thrive after high school," O'Connell said. "While I am so proud of the students who have met this challenge, the results also continue to reflect the disturbing achievement gap that must be addressed. I'm convinced that the exam has actually helped poor and minority students by focusing extra attention on those students lacking the skills to pass the exam. If students are allowed to graduate without necessary skills, we all fail them."

O'Connell urged students in the Class of 2006 who have not yet passed the Exit Exam not to give up on their education and encouraged them to attend community college, adult school, or continue as a senior for another year. He also urged districts and schools to continue to reach out to students in the Class of 2006 who still need to

complete the CAHSEE requirement and help those students find an appropriate educational venue to continue their studies.

Table 1
Estimated Total Meeting the CAHSEE Requirement in Each Administration of CAHSEE through July 2006

Subgroup	Grade 10	Grade 11	Fall 2005 Admin.	February 2006 Admin.	March 2006 Admin.	May 2006 Admin.	Updated 2005-06 Admin. Through May 2006	July 2006 Admin.	Total Passed
All Students	295,226	67,810	19,933	6,931	4,542	1,759	3,143	819	400,163
Females	150,818	32,268	9,475	3,444	2,579	1,031	1,436	354	201,405
Males	144,356	35,430	10,401	3,481	1,961	762	1,668	251	198,310
Asian	34,709	4,583	1,383	515	253	223	121	23	41,810
Hispanic	92,362	33,249	10,292	4,653	2,833	328	1,511	398	145,626
African American	16,891	6,893	2,236	1,014	706	77	371	103	28,291
White, Non-Hispanic	133,650	18,921	4,786	537	550	851	919	56	160,270
Economically Disadvantaged	88,918	32,524	9,702	4,573	2,847	323	1,162	412	140,461
English Learner	24,783	17,032	5,996	3,191	1,920	666	263	286	54,137
Special Education	7,993	6,675	--	--	--	--	--	--	14,668

Table 2
Estimated Number and Percentage of Students in the Class of 2006 Meeting the CAHSEE Requirement through July 2006

Group	Grade 10	Grade 11	Grade 12	Total Passed	Not Yet Passed	Estimated Enrollment	Grade 10	Grade 11	Grade 12	Total Passed	Change Gd. 10-12
All Students	295,226	67,810	37,127	400,163	37,755	437,918	67.4%	15.5%	8.5%	91.4%	24.0%
Females	150,818	32,268	18,319	201,405	17,990	219,395	68.7%	14.7%	8.3%	91.8%	23.1%
Males	144,356	35,430	18,524	198,310	20,095	218,405	66.1%	16.2%	8.5%	90.8%	24.7%
Asian	34,709	4,583	2,518	41,810	2,058	43,868	79.1%	10.4%	5.7%	95.3%	16.2%
Hispanic	92,362	33,249	20,015	145,626	24,238	169,864	54.4%	19.6%	11.8%	85.7%	31.4%
African American	16,891	6,893	4,507	28,291	5,369	33,660	50.2%	20.5%	13.4%	84.1%	33.9%
White, non-Hispanic	133,650	18,921	7,699	160,270	4,351	164,621	81.2%	11.5%	4.7%	97.4%	16.2%
Economically Disadvantaged	88,918	32,524	19,019	140,461	22,890	163,351	54.4%	19.9%	11.6%	86.0%	31.6%
English Learner	24,783	17,032	12,322	54,137	16,703	70,840	35.0%	24.0%	17.4%	76.4%	41.4%

Table 3
Estimated Number and Percentage of Students in the Class of 2006
Passing the CAHSEE ELA Section through July 2006

Group	Grade 10	Grade 11	Grade 12	Total Passed	Not Yet Passed	Estimated Enrollment	Grade 10	Grade 11	Grade 12	Total Passed	Change Gd. 10-12
All Students	334,712	48,987	29,386	413,085	24,833	437,918	76.4%	11.2%	6.7%	94.3%	17.9%
Females	173,969	21,615	13,347	208,931	10,464	219,395	79.3%	9.9%	6.1%	95.2%	15.9%
Males	160,733	27,220	15,797	203,750	14,655	218,405	73.6%	12.5%	7.2%	93.3%	19.7%
Asian	35,817	3,983	2,300	42,100	1,768	43,868	81.6%	9.1%	5.2%	96.0%	14.4%
Hispanic	112,719	24,525	15,917	153,161	16,703	169,864	66.4%	14.4%	9.4%	90.2%	23.8%
African American	22,409	4,781	3,468	30,658	3,002	33,660	66.6%	14.2%	10.3%	91.1%	24.5%
White, non-Hispanic	144,083	12,442	5,767	162,292	2,329	164,621	87.5%	7.6%	3.5%	98.6%	11.1%
Economically Disadvantaged	108,305	23,849	15,255	147,409	15,942	163,351	66.3%	14.6%	9.3%	90.2%	23.9%
English Learner	31,817	14,880	10,799	57,496	13,344	70,840	44.9%	21.0%	15.2%	81.2%	36.3%

Table 4
Estimated Number and Percentage of Students in the Class of 2006
Passing the CAHSEE Mathematics Section through July 2006

Group	Grade 10	Grade 11	Grade 12	Total Passed	Not Yet Passed	Estimated Enrollment	Grade 10	Grade 11	Grade 12	Total Passed	Change Gd. 10-12
All Students	329,661	50,534	30,817	411,012	26,906	437,918	75.3%	11.5%	7.0%	93.9%	18.6%
Females	163,630	26,410	15,700	205,740	13,655	219,395	74.6%	12.0%	7.2%	93.8%	19.2%
Males	165,647	24,355	14,851	204,853	13,552	218,405	75.8%	11.2%	6.8%	93.8%	18.0%
Asian	38,542	2,824	1,682	43,048	820	43,868	87.9%	6.4%	3.8%	98.1%	10.2%
Hispanic	111,588	24,947	16,410	152,945	16,919	169,864	65.7%	14.7%	9.7%	90.0%	24.3%
African American	19,352	5,696	4,053	29,101	4,559	33,660	57.5%	16.9%	12.0%	86.5%	29.0%
White, non-Hispanic	140,771	13,938	6,549	161,258	3,363	164,621	85.5%	8.5%	4.0%	98.0%	12.5%
Economically Disadvantaged	109,237	23,436	14,985	147,658	15,693	163,351	66.9%	14.3%	9.2%	90.4%	23.5%
English Learner	39,855	11,951	9,163	60,969	9,871	70,840	56.3%	16.9%	12.9%	86.1%	29.8%

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ITEM #_9_

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
California High School Exit Examination: Review local educational agency failure to grant diplomas for certain students under California *Education Code* Section 60852.3	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE), pursuant to *Education Code* (*EC*) Section 60852.3, affirm local educational agencies (LEAs) decisions to fail to grant high school diplomas to students who did not meet the exemption criteria specified in *EC* Section 60852.3.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the September 2006 meeting of the SBE, CDE presented its review of 188 exemption denials by 22 LEAs. CDE staff recommended that the SBE affirm the LEAs decision to deny the exemption for 188 students. The SBE approved the CDE staff recommendations to affirm each of the 188 exemption denials by LEAs.

SUMMARY OF KEY ISSUES

CAHSEE Student with Disabilities Exemption

On January 30, 2006, Senate Bill (SB) 517 was signed into law and took effect immediately, providing a one-year exemption from the requirement to pass the CAHSEE for certain students with disabilities. As a result of the passage of SB 517, *EC* Section 60852.3, for the 2005-06 school year, all school districts, including charter schools and state special schools (LEAs), are required to grant a high school diploma to students with disabilities under the conditions provided below. If the LEA does not grant a diploma pursuant to this exemption, the SBE must review the LEAs decision and may direct the LEA to grant a high school diploma to the student.

An LEA is required to grant a high school diploma to a student with disabilities who meets the following conditions:

1. scheduled to graduate from high school in 2006, but has not passed the CAHSEE,

SUMMARY OF KEY ISSUES (Cont.)

2. has not been granted a local waiver of the CAHSEE requirement pursuant to *EC* Section 60851(c), and

3. has met all of the criteria described below.

Students with disabilities are eligible for this exemption if all of the following conditions are met:

1. The student has an individualized education program (IEP) or Section 504 plan.

2. According to the IEP or Section 504 plan that is dated on or before July 1, 2005, the student is scheduled to receive a high school diploma with an anticipated graduation from high school in 2006.

3. The school district or state special school certifies that the student has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma in 2006.

4. The student has attempted to pass the CAHSEE at least twice after grade 10, including at least once during grade 12, with the accommodations or modifications, if any, specified in his or her IEP or Section 504 plan.

5. Either (A) the student has received remedial or supplemental instruction focused on the CAHSEE either through the school of the student, private tutoring, or other means, or (B) the school district or state special school failed to provide the student with the opportunity to receive that remedial or supplemental instruction.

6. If the student received remedial or supplemental instruction, the student has taken the CAHSEE at least once following the receipt of that remedial or supplemental instruction. This does not apply if, following the receipt of that remedial or supplemental instruction, there is no further administration of the exam on or before December 31, 2006.

7. The student, or the parent or legal guardian of the student if the student is a minor, has acknowledged in writing that the student is entitled to receive free appropriate public education up to and including the academic year during which the student reaches age twenty two, or until the student receives a high school diploma, whichever event occurs first.

If an LEA denies a student with disabilities a diploma by determining that the student does not meet the criteria for the exemption, the LEA is required to submit documentation of its decision to the SBE within 15 days of denial.

SUMMARY OF KEY ISSUES (Cont.)

The SBE is required to review any LEA's decision to deny a diploma to a student with disabilities no later than its next regularly scheduled meeting occurring at least 30 days after receiving the documentation. If the Board finds that the student does meet the criteria, it may direct the LEA to issue that student a high school diploma.

CDE and SBE staff met and developed a process by which this documentation can be reviewed. CDE developed a form (Attachment 1) that is designed to assist LEAs to determine and document students' eligibility for this CAHSEE exemption. On April 20, 2006, the form and instructions were sent to all LEAs that administer the CAHSEE. The form's use is recommended, but is not mandatory. CDE has placed instructions to LEAs on the CDE's Web site as well as Questions and Answers regarding this exemption.

The SBE received 25 submissions from seven LEAs. Attachment 2 contains staff recommendations regarding these 25 submissions from these seven LEAs.

FISCAL ANALYSIS (AS APPROPRIATE)

The development of the Exemption Eligibility Verification form and staff time to process the exemption reviews has been conducted internally. Currently, these costs are being absorbed.

ATTACHMENT(S)

Attachment 1: California High School Exit Examination (CAHSEE) Eligibility Verification Form for the Exemption for Students with and Individualized Education Program or Section 504 Plan in the Class of 2006 (1 Page).

Attachment 2: Staff Recommendations Regarding Districts Failure to Grant Diplomas (1 Page).

California High School Exit Examination (CAHSEE) Eligibility Verification Form for the Exemption for Students with an Individualized Education Program or Section 504 Plan in the Class of 2006

Student Identifier:

Local Educational Agency:

School Name:

Eligibility Criteria		
Yes	No	**#1 -** The pupil has an individualized education program (IEP) adopted pursuant to the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794 (a)).
Yes	No	**#2 -** According to the IEP or the section 504 Plan of the pupil, which is dated on or before July 1, 2005, the pupil is scheduled to receive a high school diploma with an anticipated graduation from high school in 2006.
Yes	No	**#3 -** The local educational agency (LEA) certifies that the pupil has satisfied or will satisfy all other state and local requirements for the receipt of a high school diploma in 2006.
Yes	No	**#4 -** The pupil has attempted to pass the CAHSEE at least twice after grade ten, including at least once during grade twelve, with the accommodations or modifications, if any, specified in the pupil's IEP or Section 504 Plan.
(A) or (B)	No	**#5 -** Either (A) the pupil has received remedial or supplemental instruction focused on the high school exit examination either through the school of the pupil, private tutoring, or other means, or (B) the school district or state special school failed to provide the pupil with an opportunity to receive remedial or supplemental instruction.
Yes or N/A	No	**#6 -** If the pupil received remedial or supplemental instruction as described above, the pupil has taken the CAHSEE at least once following the receipt of that remedial or supplemental instruction.
Yes	No	**#7 -** The pupil, or the parent or legal guardian of the pupil if the pupil is a minor, has acknowledged in writing that the pupil is entitled to receive free appropriate public education up to and including the academic year during which the pupil reaches 22 years of age, or until the pupil receives a high school diploma, whichever event occurs first.
If you indicated "no" for any of the criteria above, please describe the specific reasons why the LEA denied this student an exemption from the CAHSEE requirement. (Provide documentation supporting the LEA's decision, including a copy of the student's IEP or Section 504 Plan as described in criteria #2.)		
(Please attach additional pages if necessary.) Signature _____ Date:_____ Printed Name:_____ Telephone Number:_____ Title:_____		

Staff Recommendations Regarding Districts Failure to Grant Diplomas

A. Review of Colton Unified School District's failure to grant high school diplomas pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM Colton Unified School District's denial for students identified as Case Numbers 301 through 315

B. Review of East Side Unified School District's failure to grant a high school diploma pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM East Side Unified School District's denial for the student identified as Case Number 171

C. Review of Paramount Unified School District's failure to grant a high school diploma pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM Paramount Unified School District's denial for the student identified as Case Number 229

D. Review of Rialto Unified School District's failure to grant a high school diploma pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM Rialto Unified School District's denial for the student identified as Case Number 188

E. Review of San Benito High School District's failure to grant high school diplomas pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM San Benito High School District's denial for students identified as Case Numbers 238 and 243

F. Review of South San Francisco Unified School District's failure to grant high diplomas pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM South San Francisco Unified School District's denial for students identified as Case Numbers 322 through 325

G. Review of Ukiah Unified School District's failure to grant a high school diploma pursuant to California *Education Code* Section 60852.3

- Recommend AFFIRM Ukiah Unified School District's denial for the student identified as Case Number 14

ITEM #_10–__

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
U.S. Department of Education Peer Review: Update and Approval of Policy Definitions	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the policy definitions to guide the development of the performance level descriptors and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the September 2006 SBE meeting, the CDE provided an update of the 2006 Peer Review process conducted by the U.S. Department of Education (ED). During the 2006 peer review process, the ED noted that the SBE had not officially approved the achievement standards (i.e., cut scores) for the CAHSEE. To address this concern, the SBE officially adopted the achievement standards for the CAHSEE at the September 2006 SBE meeting.

SUMMARY OF KEY ISSUES

The ED is using a peer review process to determine whether states have met No Child Left Behind (NCLB) standards and assessment requirements. The peer review process examines evidence submitted by each state that is intended to show that its assessment system meets NCLB requirements. The Standards and Assessment Division, CDE, assembled the required evidence and submitted it for peer review that took place in May 2006. The ED notified the CDE and the SBE staff of the results in late June. According to the ED, additional evidence is necessary for California to meet statutory and regulatory requirements. The current status of the California Standards and Assessment System is "Approval Pending" – a) mandatory oversight status.

In response, the CDE and the SBE supplied additional evidence to reconsider California's status as well as a plan and timeline to address the issues identified in the peer review. The CDE is awaiting a response from the ED regarding reconsideration. As required by the ED, the CDE submitted the September Bi-Monthly Report to the ED (Attachment 1).

SUMMARY OF KEY ISSUES (Cont.)

The CDE is implementing the plan and timeline submitted to the ED in August. The CDE issued a request for proposals (RFP) in August to conduct much of the work necessary to meet the plan and timeline submitted to the ED. The CDE has issued an intent-to-award the contract to the Human Resources Research Organization (HumRRO) and expects the contract to be finalized in October. One of the major project deliverables is the development of aligned performance level descriptors (PLDs) for the academic achievement standards by grade and subject assessed in the California High School Exit Exam (CAHSEE) and the California Standards Tests (CSTs). In order to inform the development of the PLDs, the CDE is requesting the SBE adopt policy definitions. Policy definitions should describe what the CDE and the SBE expect a student to know and be able to demonstrate at each performance level. Policy definitions are not specific to grade, subject, or assessment. The policy definition will be supplied to HumRRO to guide the development of the PLDs.

The CDE will provide a recommendation regarding the policy definitions for adoption by SBE as a last minute memorandum.

- ~~**Advanced.** This category represents advanced performance. Students demonstrate a substantial and complex understanding of the knowledge and skills measured at this grade in this subject.~~
- ~~**Proficient**. This category represents solid performance. Students demonstrate a sufficient and good understanding of the knowledge and skills measured at this grade in this subject.~~
- ~~**Basic**. This category represents limited performance. Students demonstrate a partial and basic understanding of the knowledge and skills measured at this grade in this subject.~~
- ~~**Far Below / Below Basic.** This category represents less than satisfactory performance. Students demonstrate little to no and/or a flawed understanding of the knowledge and skills measured at this grade in this subject.~~

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FISCAL ANALYSIS (AS APPROPRIATE)

All costs associated with the alignment study and development of performance level descriptors are included in the contract the CDE intends to award to HumRRO, for the California Standards and Assessment System Independent Evaluation.

ATTACHMENT(S)

Attachment 1: Bi-Monthly Report California Standards and Assessment System September, 2006 (3 Pages)

The proposed policy definitions will be provided as a ~~Last Minute Memorandum.~~last minute memorandum.

Bi-Monthly Report

California Standards and Assessment System

September, 2006

2.0 Academic Achievement Standards

1. Performance level descriptors (PLDs) that differentiate among three levels of proficiency for mathematics, English-language arts, and science
    a. August – September, 2006 – The California Department of Education (CDE) and State Board of Education (SBE) staff are in the process of developing policy level definitions and aim to have them completed prior to the start of the Independent Evaluation Contract in late October (See 5.0(1)(b)).
    b. September – November, 2006 – The current test contractor for the California Standards Tests (CSTs) is in the process of generating item maps at the strand level for each content area and exemplars to be submitted to CDE for use in further PLD development.
    c. November – December, 2006 - With the award of the Independent Evaluation Contract expected in late October (See 5.0(1)(b)), the CDE is on target to convene a panel to develop draft PLDs for mathematics, English-language arts, and science.
    d. March, 2007 - With the award of the Independent Evaluation Contract expected in late October (See 5.0(1)(b)), the CDE is on target to submit PLDs to the SBE in March, 2007, for adoption.
2. Official SBE adoption of the achievement standards for the California High School Exit Examination (CAHSEE)
    a. September, 2006 (**Task completed.**) – The achievement standards were formally adopted by the SBE at its September 6, 2006 meeting (See September, SBE Item 9).

5.0 Alignment

1. An external, impartial alignment study of the CSTs and the California Alternate Performance Assessment (CAPA) to academic content and achievement standards
    a. August, 2006 (**Task completed.**) – The CDE released a Request for Proposals (RFP) with the following components:
        i. An external, impartial alignment study of the CST and the CAPA
        ii. Procedures for ongoing monitoring of assessment system
        iii. Development of PLDs that differentiate among three levels of proficiency for mathematics, English-language arts, and science

b. October, 2006 – CDE is currently on target to award a contract to Human Resources Research Organization (HumRRO) by the end of October. HumRRO was the only company to submit a proposal in response to CDE's RFP. HumRRO's proposal met the technical requirements outlined by CDE.

c. Contract deliverables outlined in the HumRRO proposal:

   i. February, 2007 – Final version of the alignment study

   ii. February, 2007 – Plan for ongoing monitoring of alignment

   iii. December, 2006 – Draft PLDs delivered to CDE

2. A plan that addresses the gaps identified by the alignment study (including the External Evaluation of the CAHSEE)

   a. CAHSEE

      i. Ongoing beginning September 2005, CDE and Educational Testing Services (ETS) discussed results of the CAHSEE alignment study.

      ii. November, 2006 – CDE is on tract to provide a description of the work already conducted to address the gaps identified in the CAHSEE alignment study as well as any future steps that may need to be taken in the next bi-monthly report.

   b. CST and CAPA

      i. February, 2007 – With the award of the Independent Evaluation Contract expected in late October (See 5.0(1)(b)), CDE is on target to have the alignment study complete by February, 2007.

      ii. March, 2007 - With the award of the Independent Evaluation Contract expected in late October (See 5.0(1)(b)), the CDE is on target to provide a plan to address any gaps identified in the CST/CAPA alignment study in the March 2007, bi-monthly report.

3. Procedure to review and maintain alignment of the assessment system

   i. February, 2007 – With the award of the Independent Evaluation Contract expected in late October (See 5.0(1)(b)), CDE is on target to have the CST/CAPA alignment report containing a plan for the ongoing review and maintenance of the alignment of the assessment system delivered in February, 2007.

   ii. May, 2007 – With the award of the Independent Evaluation Contract expected in late October (See 5.0(1)(b)), CDE is on target to provide a plan for the ongoing review and maintenance of the alignment of the assessment system by May, 2007.

iii. *Education Code* Section 60855 requires a multiyear independent evaluation of the CAHSEE, including regular biennial reports by February 1 of even-numbered years. The current contract for this work expires in December, 2007. CDE is scheduled to release a RFP to continue this work in the summer of 2007. The contractor for these reports will be required to conduct and report on an alignment study. Results of these studies will be provided on an ongoing basis to the test contractor for item development and to the technical advisory group (TAG) and item review panel for monitoring.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 31, 2006

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

FROM: William L. Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 10

SUBJECT: U.S. Department of Education Peer Review: Update and Approval of Policy Definitions

The state assessments used to calculate Adequate Yearly Progress (AYP) must meet No Child Left Behind Act (NCLB) requirements. Two such requirements of NCLB are achievement levels (cut scores) and performance level descriptors that describe the knowledge and skills, relative to the content standards, a student at that achievement level should know. Performance level descriptors are especially useful to students and parents who may not be familiar with the specificity of the academic content standards but need to have a general understanding of a particular achievement level on a state assessment.

The California Standards Tests (CSTs) and the California High School Exit Examination (CAHSEE) are used in the calculation of AYP but do not currently have performance level descriptors. As a result of California's recent peer review conducted by the U.S. Department of Education (ED), the California Department of Education (CDE) and the State Board of Education (SBE) committed to the development of performance level descriptors for these assessments.

A common first step in the development of performance level descriptors is the development of policy definitions. While performance level descriptors are written to a specific grade, content area, and achievement level, policy definitions are only written to the achievement level. Policy definitions provide the expectations of the CDE and SBE and are used to guide the development of performance level descriptors.

The CDE recommends the following policy definitions for adoption by the SBE.

- **Advanced.** This category represents a superior performance. Students demonstrate a comprehensive and complex understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

- **Proficient**. This category represents a solid performance. Students demonstrate a competent and adequate understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

- **Basic**. This category represents a limited performance. Students demonstrate a partial and rudimentary understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

- **Far Below / Below Basic.** This category represents a serious lack of performance. Students demonstrate little or a flawed understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.

ITEM # 11

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Revisions to the California Standards Test blueprints for English-language arts, science, and mathematics and the Standards-based Test in Spanish blueprints for Reading-language arts and mathematics.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve technical revisions to the California Standards Test (CST) and the Standards-based Test in Spanish (STS) blueprints as indicated in Attachment 1.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In October 2002, the SBE adopted the revised CST blueprints for ELA, science, and mathematics. The SBE adopted STS blueprints for grades 2-4 in July 2005 and for grades 5-7 in July 2006. The STS blueprints are based on the CST blueprints in mathematics and reading-language arts.

SUMMARY OF KEY ISSUES

The CST blueprints indicate the standards assessed and the number of questions administered per standard. For reporting purposes, reporting clusters, composed of questions from similar standard sets, are reported together, e.g., number sense in mathematics. There are generally four to six cluster scores reported per test.

The 2007 Educational Testing Service (ETS) contract requires improving the reliability of scores at the cluster level. The present test specifications specify that standards are rotated systematically in a "round robin" manner. For example, if there are eight standards to be assessed, but only three questions available for the standard set, then the assessment of those eight standards would be systemically rotated over a period of three years.

Upon review, ETS, in consultation with the CDE, has found standards that could be appropriately sampled in a random, rather than systematic rotated method. Sampling standards more broadly without the restriction of rotation allows the contractor to create stable reporting clusters for each test. With the proposed solution, in the above example, in any given year, ETS would randomly select three standards from the eight

SUMMARY OF KEY ISSUES, (Cont.)

available for selection. All standards would have an equal opportunity to appear on any given test each year.

Currently, for history-social science, the standards are sampled randomly. However, mathematics, some ELA, and some science CSTs assess standards on a rotational basis.

ETS assessment specialists, working in conjunction with CDE content consultants, have reviewed the current blueprints and have identified the standards that would be assessed on a random basis, keeping the revised blueprints as close to the original blueprints as possible. These proposed technical revisions will increase the psychometric stability of reporting clusters, ensure greater breadth of standards coverage, and will allow for greater flexibility when creating operational test forms. Sample blueprint pages containing proposed technical revisions along with a key for each subject area are attached. If the SBE approves the revisions identified in the blueprint sample pages below, the CDE will make these same revisions, as necessary, to all other blueprints.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs associated with revising the CST blueprints are included in the current contract with ETS.

ATTACHMENT(S)

Attachment 1: The Proposed Technical Revisions to the California Standards Test (CST) Blueprints and sample pages from the CST Grade 10 English-Language Arts Blueprint, CST Grade 5 Mathematics Blueprint, and CST Chemistry Blueprint (6 Pages)

The Proposed Technical Revisions to the California Standards Test (CST) Blueprints and Sample Pages from the CST Grade 10 English-Language Arts Blueprint, CST Grade 5 Mathematics Blueprint, and CST Chemistry Blueprint

The proposed technical revisions to the CSTs blueprints indicate:

- Where the blueprint indicates a fractional value is assessed in a rotated manner over multiple years (e.g., blueprint for English-language arts [ELA] indicates the number of items to be assessed as 1/4 for a standard and is footnoted as meaning one item rotated every four years), replace with a footnote that states items for this standard are randomly selected and will not appear on the test every year.

- Where the blueprint indicates that in addition to the number of items to be assessed each year there is also a fractional value that is assessed in a rotated manner over multiple years (e.g., blueprint for math indicates 2 and 1/2 which means that two items are assessed each year and an additional item is assessed every two years), replace with a footnote that states an additional item for this standard is randomly selected and will not appear on the test every year.

- Where the blueprint indicates that the number of items assessed in a standard is alternated (e.g., blueprint for science indicates 1 or 2 items for the standard rotated in alternate years), replace with a footnote that states additional items for this standard are randomly selected.

- No items are identified on the current science blueprints for investigation and experimentation standards. Replace with a footnote that states that the science investigation and experimentation standards are randomly selected and not all standards will appear on the test every year.

Footnote Reference Key

Subject	Current CST Blueprint Footnotes		Proposed Types of Revisions to CST blueprints	
English Language Arts	**	Fractional values indicate rotated standards (e.g., 1/2= rotated every two years; 2/5=rotated every five years)	†	Items for this standard are randomly selected and will not appear on the test every year.
Mathematics	**	Fractional values indicate rotated standards (e.g., 1/2= rotated every two years; 1/3= rotated every three years.	‡	An item for this standard is randomly selected and will not appear on the test every year.
			†	An additional item for this standard is randomly selected each year (e.g., 2 1/2= 2 items and an additional item selected randomly).
Science	**	Alternate years (e.g., 1 or 2 items for the standard)	‡	Additional items for this standard are randomly selected.
	***	Fractional values indicate rotated standards (e.g., 1/2= rotated every two years; 2/5= rotated every five years)	†	Items for this standard are randomly selected and will not appear on the test every year.

CALIFORNIA STANDARDS TESTS
GRADE 10 ENGLISH-LANGUAGE ARTS

(Blueprints adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: WRITING	# of Items		%
	Current	Proposed Change	
1.0 WRITTEN AND ORAL LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	**13**		**17%**
1.1 **Grammar and Mechanics of Writing:** identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens)	**3**		
1.2 **Grammar and Mechanics of Writing:** understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)	**3**		
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	**3**		
1.4 **Manuscript Form:** produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	**3**		
1.5 **Manuscript Form:** reflect appropriate manuscript requirements, including	**1** (rotating annually)		
1) title page presentation	**1/4****	†	
2) pagination	**1/4****	†	
3) spacing and margins	**1/4****	†	
4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations	**1/4****	†	
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.	**20**		**27%**
1.1 **Organization and Focus:** establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing	**3**		
1.2 **Organization and Focus:** use precise language, action verbs, sensory details, appropriate modifiers, and active rather than the passive voice	**3**		

* Not assessable in multiple-choice format

~~** Fractional values indicated rotated standards (e.g., 1/2 = rotated every 2 years; 1/3 = rotated every three years~~

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CALIFORNIA CONTENT STANDARDS: GRADE 5	# of Items		%
	Current	Proposed Change	
1.3* Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter[cm^3], cubic meter[m^3], cubic inch[in^3], cubic yard[yd^3]) to compute the volume of rectangular solids.	**3**		
1.4 Differentiate between and use appropriate units of measures for, two- and three- dimensional objects (i.e., find perimeter, area, volume).	**1**		
Standard Set 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).	**3**		
2.2* Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.	**4**		
2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.	**1**		
Statistics, Data Analysis, and Probability	**4**		**6%**
Standard Set 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.	**1/3****	†	
1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.	**1/3****	†	
1.3 Use fractions and percentages to compare data sets of different sizes.	**1/3****	†	
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.	**2 1/2****	**2**‡	
1.5* Know how to write ordered pairs correctly; for example, (*x, y*).	**1/2****	†	

* Key standards (*Mathematics Framework for California Public Schools*, chapter 3) comprise a minimum of 70% of the test

~~** Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 1/3 = rotated every three years)~~

*** Not assessable in a multiple-choice format

Embedded: Content of standard is embedded within items in other strands.

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CALIFORNIA STANDARDS TEST
CHEMISTRY
(Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: CHEMISTRY	# of Items		%
	Current	Proposed Change	
Solutions	**3**		**5.0%**
6. Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:			
a. *Students know* the definitions of *solute* and *solvent*.	1		
b. *Students know* how to describe the dissolving process at the molecular level by using the concept of random molecular motion.	1		
c. *Students know* temperature, pressure, and surface area affect the dissolving process.	1/2***	†	
d. *Students know* how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.	1/2***	†	
e.**Students know* the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.	*		
f. **Students know* how molecules in a solution are separated or purified by the methods of chromatography and distillation.	*		
Chemical Thermodynamics	**5**		**8.3%**
7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:			
a. *Students know* how to describe temperature and heat flow in terms of the motion of molecules (or atoms).	1		
b. *Students know* chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.	1		
c. *Students know* energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.	1		
d. *Students know* how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.	2		
e.**Students know* how to apply Hess's law to calculate enthalpy change in a reaction.	*		
f. **Students know* how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.	*		
Reaction Rates	**4**		**6.7%**
8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:			
a. *Students know* the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.	1		
b. *Students know* how reaction rates depend on such factors as concentration, temperature, and pressure.	1 or 2**	1‡	
c. *Students know* the role a catalyst plays in increasing the reaction rate.	1 or 2**	1‡	

* Not assessed
~~** Alternate years~~
~~*** Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 2/5 = rotated every five years)~~

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CALIFORNIA STANDARDS TEST
CHEMISTRY
(Blueprint adopted by the State Board of Education 10/02)

CALIFORNIA CONTENT STANDARDS: CHEMISTRY	# of Items		%
	Current	Proposed Change	
b. *Students know* the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E=mc^2$) is small but significant in nuclear reactions.	2/5***	†	
c. *Students know* some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.	2/5***	†	
d. *Students know* the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.	2/5***	†	
e. *Students know* alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.	2/5***	†	
f. **Students know* how to calculate the amount of a radioactive substance remaining after an integral number of half lives have passed.	*		
g.**Students know* protons and neutrons have substructures and consist of particles called quarks.	*		
Investigation and Experimentation	**6**		**10.0%**
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. Students will:			
a. 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.		†	
b. Identify and communicate sources of unavoidable experimental error.		†	
c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.		†	
d. Formulate explanations by using logic and evidence.		†	
e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.		†	
f. Distinguish between hypothesis and theory as scientific terms.		†	
g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.		†	
h. Read and interpret topographic and geologic maps.		*	
i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).		†	
j. Recognize the issues of statistical variability and the need for controlled tests.		†	
k. Recognize the cumulative nature of scientific evidence.		†	

* Not assessed
~~** Alternate years~~
~~*** Fractional values indicate rotated standards (e.g., 1/2 = rotated every two years; 2/5 = rotated every five years)~~

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ITEM #_12___

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Update including, but not limited to, STAR apportionments, California Modified Assessment, and Standards-based Tests in Spanish	☒ 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

None.

SUMMARY OF KEY ISSUES

Certification of 2006 Apportionment Information Reports

District superintendents and charter school administrators will receive Standardized Testing and Reporting (STAR) Program 2006 Apportionment Information Reports in early October. All the information on the reports is taken directly from the district's or charter's Student Data File, which was compiled from answer documents submitted for scoring. The STAR district and test site coordinators are responsible for inventory control and returning all test materials at the completion of testing to the contractor within the required time period per *California Code of Regulations, Title 5*, Education, Division 1, Chapter 2, Subchapter 3.75. The report includes counts of students tested with the California Standards Tests (CSTs); California Achievement Test, Sixth Edition Survey (CAT/6 Survey); California Alternate Performance Assessment (CAPA); Aprenda 3; and students exempted by parent or guardian request or for whom only demographic information was submitted.

To be eligible for apportionment payment for the STAR Program, school districts and charter schools that tested independently of their districts must certify the accuracy of the apportionment information report for examinations administered during the calendar year. To ensure prompt payment, the superintendent or charter school administrator must sign the report and return it to the CDE by **December 31, 2006**. Certified reports received after December 31, 2006, must be accompanied by a waiver request as required by *California Code of Regulations, Title 5*, Education, Division 1, Chapter 2, Subchapter 3.75, Section 862. Action by the SBE is required for any late reports.

SUMMARY OF KEY ISSUES (Cont.)

The 2006 apportionment amounts are as follows:

- $2.52 for each student tested with the CST and CAT/6 Survey
- $5.00 for each student tested with the CAPA
- $2.44 for each student tested with the Aprenda 3
- $0.32 for each student with only demographic information (absent entire testing period, exempt by parent or guardian request, etc.)

If any school(s) within the district or charter school failed edit checks to verify the completeness of student demographic data, the CDE will withhold $1.25 from the district apportionment for each student for whom a demographic edit check was triggered, and the contractor must request missing data for the CST and CAT/6 Survey or CAPA to complete test scoring.

California Modified Assessment (CMA)

The CDE is currently working with Education Testing Service (ETS) and the assessment review panel members to develop a blueprint for grades 2-5 in English-language arts and grade 5 in science. ETS will administer the CMA pilot November 6-9, 2006. The purpose of the pilot is to gain better information on the characteristics of students who might take the CMA. Results from the pilot test will inform blueprint development and decision making about population to be tested. ETS hopes to have 28,000 students participate.

To be eligible to take the CMA pilot, students must have an individualized education program (IEP) and have a score below proficient on grade-level California Standard Tests.

A CMA ARP meeting was held on September 12-13 to review the questions for the pilot test. Results obtained from the pilot test will help to inform the development of the blueprints which are anticipated to be presented to the SBE in January and finalized in March 2007. The CMA is scheduled to be field tested in fall 2007 for grades two to five in ELA and mathematics, and grade five in science. Federal regulations for the CMA are expected to be finalized in early 2007.

Testing Spanish-speaking English Learners

Spanish-speaking English learners enrolled in grades two through eleven who either receive instruction in Spanish or have been in school in the United States fewer than 12 months at the time of testing will be required to take the Standards-based Tests in Spanish (STS) **or** the Aprenda 3 in addition to taking the CST. In spring 2007, the STS will be administered to these students in grades two, three, and four and the Aprenda 3 will be administered to these students in grades five through eleven.

SUMMARY OF KEY ISSUES (Cont.)

SPANISH-SPEAKING ENGLISH LEARNERS										
Grades	2	3*	4	5	6	7*	8	9	10	11
Tests to be taken in 2007	CSTs and STS			CSTs and Aprenda 3						

** Grades three and seven take the CAT/6 Survey also.*

FISCAL ANALYSIS (AS APPROPRIATE)

All costs associated with these tests are included in the current contracts with Harcourt Assessment, Inc., (Aprenda 3) and Educational Testing Service (CSTs, STS, California Alternate Performance Assessment, and California Modified Assessment).

ATTACHMENT(S)

None.

ITEM #_13___

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Release of 10 percent withheld for 2005-2006 Harcourt Assessment, Inc. Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3) Contract	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) find that Harcourt Assessment Inc. (Harcourt) failed to substantially perform during the 2005-06 Aprenda 3 test administration and that the SBE NOT approve the 2005-06 release of Harcourt's progress payment withholdings (10 percent) for the Aprenda 3 contract to constitute liquidated damages for component tasks that Harcourt failed to substantially perform.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- The SBE awarded Harcourt the Standardized Testing and Reporting (STAR) Designated Primary Language Test (DPLT) contract and approved a three-year contract with Harcourt at its September 2005 meeting.

- At the May and September SBE meetings, the CDE reported that there have been some challenges in transitioning between the former designated assessment in Spanish to the Aprenda 3.

SUMMARY OF KEY ISSUES

On September 9, 2005, the SBE and Harcourt entered into a three-year Aprenda contract (expiration date of December 31, 2009) to administer, score and report the DPLT.

California Law

California law, *Education Code* Section 60643, requires the following:

SUMMARY OF KEY ISSUES (Cont.)

- The CDE is required to withhold no less than 10 percent of the amount budgeted for each separate and distinct component task provided for in the STAR Program contracts pending final completion of all component tasks.

- Liquidated damages are to be paid by the contractor of up to 10 percent of the contract for any component task that the contractor through its own fault or that of its subcontractors fails to substantially perform by the date specified in the contract agreement.

- The contract shall establish the process and criteria by which the successful completion of each component task shall be recommended by the CDE and approved by the SBE.

Harcourt Contract with the CDE

The approved Harcourt contract includes the following provisions:

- On or before its November 2006 meeting, the CDE shall present to the SBE for its consideration a recommendation regarding the performance of Harcourt for the SBE's determination as to whether Harcourt has substantially complied with the terms and conditions of the agreement with CDE.

- In the event that the SBE makes a determination that Harcourt has substantially complied with the terms and conditions of the agreement with the CDE, the SBE shall authorize payment in full of the final 10 percent of the price of each component task for the applicable year's test cycle that was withheld. Process of payment of the withholding shall be made within 30 days of receipt by the CDE of an appropriate invoice from Harcourt for the 10 percent withholding.

- In the event that the SBE determines that Harcourt has not substantially complied with the terms and conditions of the agreement with the CDE, the SBE shall, within 10 days of their determination, notify Harcourt and the CDE, in writing, of which component tasks the SBE has determined that Harcourt allegedly has failed to substantially perform including a description of the failure. Harcourt shall submit an invoice for all tasks that are not set forth in the notice, and the CDE shall process payment of that invoice within 30 days of receipt. Harcourt shall have 10 days from receipt of the notice to respond in writing, and the response shall be promptly circulated to each member of the SBE and the CDE.

- At its next meeting thereafter, the SBE shall offer the CDE and Harcourt an opportunity to make any final oral presentation to the SBE regarding the alleged failures. At the same meeting, the SBE shall decide which component tasks, if any, Harcourt has failed to substantially perform, and shall determine how much of the 10 percent of the price for each specified task shall be withheld from

SUMMARY OF KEY ISSUES (Cont.)

Harcourt as liquidated damages as authorized by *Education Code* Section 60643(e)(5). Harcourt shall invoice the State for the remaining amount due to Harcourt, and the invoice shall be paid within 30 days of receipt.

The CDE's Summary of Harcourt's Failure to Substantially Perform

Harcourt's staffing of the DPLT contract changed several times during the first year of the contract. With four new program managers in one year, Harcourt had difficulty maintaining this project with staff that was current on the details of the program. Thus, the CDE recommends withholding funds in the following three performance component tasks from the contract's scope of work (SOW):

- 3.2. Component Task 2 – Program Support Services
- 3.5. Component Task 5 – Test Materials Production, Ordering, and Packaging
- 3.6. Component Task 6 – Delivery and Collection of Materials

Component Task	Total 2005-06 Budget	Recommend Release of 10%	Recommend Not Release 10%
Task 1 Comprehensive Plan	66,789	6,678.90	
Task 2 Program Support	55,957		5,595.70
Task 3 DPLT Replacement Items	42,600	4,260.00	
Task 4 Form Construction	86,797	8,679.70	
Task 5 Production/Ordering/Packaging	321,330		32,133.00
Task 6 Delivery and Collection of Test Materials	115,016		11,501.60
Task 7 Processing/Scoring/Analysis	161,550	16,155.00	
Task 8 Reporting Test Results to LEAs	189,742	18,974.20	
Task 9 Reporting Test Results to CDE	108,365	10,836.50	
Task 10 Electronic Data Management	15,088	1,508.80	
Totals	$1,163,234	$67,093.10	$49,230.30

3.2. Component Task 2 – Program Support Services

Program support services included both the customer support center (CSC) and training.

The CSC plays a critical role serving as the point of contact for California school districts to call regarding questions on ordering, status of their orders, receipt of materials and collection.

The CDE received complaints throughout the year from school districts which were not satisfied with the CSC, as well as concerns regarding the training sessions. These school district concerns include the following:

- Not receiving responses to questions or problems in a timely manner;

SUMMARY OF KEY ISSUES (Cont.)

- Frequently encountering CSC staff who did not appear to have knowledge of the STAR DPLT, particularly at critical times (e.g., placement of orders, submission of pre-identification files, delivery of shipments to district sites, and need for corrections of shipment errors or shortage of supplies);

- Not being aware of issues or where calls needed to be directed when districts returned calls; and

- Information about essential trainings was sent late and in a manner which led to the correspondence being identified as unsolicited e-mail causing district systems to block email communications.

These complaints led to many changes at the CSC, but the changes were not able to ameliorate the problems in sufficient time.

3.5. Component Task 5 – Test Materials Production, Ordering, and Packaging

Test materials production, ordering and packaging includes pre-identification and ordering.

Pre-identification of answer documents involves pre-printing student identification and demographic data on test booklets – it is a critical part of testing. Due to the large number of students being administered the DPLT in many districts, submitting pre-identification files to the test contractor saves on personnel hours spent having to hand complete documents.

The overarching problem for this area is Harcourt's Spectrum system and its seeming inability to meet California's needs for ordering and pre-identification.

The CDE received complaints throughout the year from school districts expressing dissatisfaction in this area and their concerns include the following:

- Forms with information needed to place orders, such as security agreements, were not readily available on Spectrum;

- Harcourt encountered problems in disseminating information about ordering to test coordinators, or confirming the designation of test coordinators because of the manner in which emails were sent;

- Once Spectrum was operational, districts that had not received communications, had trouble placing orders, which resulted in their submitting orders later in the year;

-

SUMMARY OF KEY ISSUES (Cont.)

- Spectrum opened for pre-identification, but test coordinators were not able to finalize and submit their file because the system opened without being ready to accept files;

- The verification, by Harcourt, of pre-identification files lasted, at times, over one week and districts were not certain whether their files had errors or whether they had been accepted;

- Files re-submitted by districts were downloaded by Harcourt and, at times, they duplicated records instead of replacing them and districts were told to manually delete duplicate files;

- The Spectrum system “crashed” a number of times, prolonging the length of time districts waited for a response from Harcourt.

- Harcourt began experiencing problems with orders shortly after deliveries began due to materials running out;

- Coordinators complained of receiving unnecessary excessive materials (e.g., directions for administration), but not receiving overages of test booklets;

- School districts received incomplete orders and had difficulty getting return phone calls from Harcourt about incomplete orders; and

- Districts complained that shipments trickled in at various times and there was not one date in which all materials arrived.

3.6. Component Task 6 – Delivery and Collection of Materials

Harcourt’s performance in this area frustrated many districts prompting many complaints, including the following:

- Delivery problems caused testing schedules to have to change and created chaos when some or all materials had not yet arrived when testing was due to begin;

- School districts reported not receiving the correct amounts of materials, including the additional materials per the contract, sufficient directions for administration, correct pre-identification labels, and mailing labels for returning materials; and

- Directions on returning materials were not clear and, when support was needed, and the CSC was contacted, CSC staff did not have immediate responses available.

SUMMARY OF KEY ISSUES (Cont.)

Conclusion

Harcourt's Vice President for Field Sales and the Western Region Account representatives met with the CDE several times to learn of the CDE's concerns and have worked to improve service for California. The most recent staff changes made by Harcourt, between March and May 2006, have proved to be the most stable. Changes included a new Senior Director, Program Manager, Program Administrator, and Program Coordinator. Additionally, although Harcourt was responsible for reporting results, it subsequently subcontracted with Educational Data Systems for the reporting of test results.

Due to the severity of problems in the critical areas of Program Support Services, Test Materials Production, Ordering and Packaging, and Delivery and Collection of Materials, the CDE recommends withholding 10 percent of the contract amount for 2005-06 for each of these three component tasks totaling $49,229 in liquidated damages.

FISCAL ANALYSIS (AS APPROPRIATE)

The funds to be released were withheld during 2005-06 from invoices paid with existing STAR contract funding.

ATTACHMENT(S)

None.

ITEM #_14___

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Release of 10 percent withheld for 2005-06 Educational Testing Service California Standards Tests, Standards-based Test in Spanish, and California Achievement Tests, Sixth Edition Survey Contract	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve releasing the 10 percent of funds withheld from progress payments for the 2005-06 Educational Testing Service Contract for: California Standards Tests (CSTs), Standards-based Test in Spanish (STS), and California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), pending completion of all contract requirements during December 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- The SBE designated ETS as the Standardized Testing and Reporting (STAR) contractor in April 2002 and approved a three-year contract with ETS for the 2003–2005 test administration at the July 2002 meeting.
- The SBE approved an amendment to the ETS contract to include the scope of work for the initial development of the STS at the July 2004 meeting.
- The SBE approved a one year extension of the 2003–2005 contract with ETS at the November 2004 special meeting for the 2006 test administration.
- The CST, STS, and CAT/6 Survey contract with ETS ends December 31, 2006 at the completion of all tasks for the 2006 test administration.

SUMMARY OF KEY ISSUES

- California *Education Code* Section 60643(e) requires the CDE to withhold no less than 10 percent of the amount budgeted for each separate and distinct component task provided for in the STAR Program contracts pending final completion of all component tasks. The contract requires liquidated damages to be paid by the contractor of up to 10 percent of the contract for any component task that the contractor through its own fault or that of its subcontractors fails to substantially perform by the date specified in the agreement.

SUMMARY OF KEY ISSUES (Cont.)

- The contractor has satisfactorily performed the component tasks during the 2005-06 testing cycle.

ETS is required to prepare and submit an invoice for the released funds after all contract requirements have been completed. The 2005-06 contract requirements will not be completed until approximately mid-December after final 2006 test results are posted on the CDE STAR test results Web site at http://star.cde.ca.gov/. If ETS fails to satisfactorily perform any component tasks, CDE will recommend further action to the SBE regarding releasing the 10 percent of funds withheld.

FISCAL ANALYSIS (AS APPROPRIATE)

The funds to be released were withheld during 2005-06 from invoices paid with existing STAR contract funding.

ATTACHMENT(S)

None.

ITEM #_15___

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Standardized Testing and Reporting Program: Release of 10 percent withheld for 2005-06 Educational Testing Service California Alternate Performance Assessment contract	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve releasing the 10 percent of funds withheld from progress payments for the 2005-06 Educational Testing Service (ETS) California Alternate Performance Assessment (CAPA) contract pending completion of all contract requirements during December 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- The SBE designated ETS as the Standardized Testing and Reporting (STAR) CAPA contractor and approved a two-year contract with the ETS at the March 2004 meeting.
- The SBE approved a one year extension of the contract with the ETS at the June 2005 meeting.
- The CAPA contract with the ETS ends December 31, 2006.

SUMMARY OF KEY ISSUES

- California *Education Code* Section 60643(e) requires the CDE to withhold no less than 10 percent of the amount budgeted for each separate and distinct component task provided for in the STAR Program contracts pending final completion of all component tasks. The contract requires liquidated damages to be paid by the contractor of up to 10 percent of the contract for any component task that the contractor through its own fault or that of its subcontractors fails to substantially perform by the date specified in the agreement.
- The contractor has satisfactorily performed the component tasks during the 2005-06 CAPA testing cycle.

SUMMARY OF KEY ISSUES (Cont.)

ETS is required to prepare and submit an invoice for the released funds after all contract requirements have been completed. The 2005-06 contract requirements will not be completed until approximately mid-December after final 2006 test results are posted on the CDE STAR test results Web site at http://star.cde.ca.gov/. If ETS fails to satisfactorily perform any component tasks, CDE will recommend further action to the SBE regarding releasing the 10 percent of funds withheld.

FISCAL ANALYSIS (AS APPROPRIATE)

The funds to be released were withheld during 2005-06 from invoices paid with existing STAR contract funding.

ATTACHMENT(S)

None.

ITEM #__16___

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
California English Language Development Test (CELDT): Update including, but not limited to, preparations for informing districts about changes to the CELDT scale and the impact of new cut scores.	☒ 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 March 2006, the SBE received a report on the new reporting scale and standard setting for the California English Language Development Test (CELDT). The new cut scores that resulted from the standard setting were approved at that time. In September 2006, the SBE reviewed and adopted modified guidelines for reclassification of English learners.

SUMMARY OF KEY ISSUES

The new version of the CELDT developed for the 2006-2007 school year has been significantly revised resulting in a new reporting scale and performance level cut scores. These changes will make the CELDT a more accurate indicator of a student's level of English language development, and will allow comparisons of adjacent grade level test scores. The new performance level cut-points for the CELDT took effect July 1, 2006. School districts will receive student reports based on the new cut-points six to eight weeks after they are delivered to the contractor for scoring, with the bulk of the reports arriving in December 2006 or January 2007.

The standard setting process resulted in cut scores set at moderately higher levels than in the past. This was a direct result of increased emphasis in the schools on academic English competency for English learners. The higher cut scores might result in students showing less progress in terms of performance level changes this year than in the past. Some students may move from a higher performance level to a lower one as a result of the new cut scores. This change is not expected to have a significant impact on reclassification rates because a major factor considered for reclassification is the

SUMMARY OF KEY ISSUES (Cont.)

SBE-adopted guideline that students achieve a score of basic on the California Standards Test in English-language arts before a student is reclassified as fluent English proficient. In an effort to provide timely and complete information to districts and schools, CDE and its contractor, CTB McGraw-Hill, have developed a communication plan detailing the means by which districts will be informed of the possible impacts of the new cut scores (Attachment 1).

As a first step in this process, focus group interviews were held in September with district and school CELDT coordinators to determine: 1) the types of information sources districts utilized to keep abreast of changes to the CELDT, and 2) the information they needed to best help them explain the impact of the new cut scores to students, parents, and teachers. Two focus groups were convened, one in the northern and one in the southern part of the state. Results of the focus group interviews are pending, but initial findings indicate that the field is pleased that CELDT test results will more accurately reflect the ability of English learners to perform in the classroom, and that they are not overly concerned about the impact of the new cut scores.

FISCAL ANALYSIS (AS APPROPRIATE)

All costs for the current CELDT administration are included in the current CELDT contract ($10.7 million in 2006-07).

ATTACHMENT(S)

Attachment 1: Communication Plan to Support Setting the New CELDT Baseline (1 Page)

A last minute memorandum will be submitted outlining the results of the focus group interviews.

Communication Plan to Support Setting the New CELDT Baseline

September 2006*

(1) New baseline (reviewed and approved in Spring 2006) being used for Form F initial identification data and reporting.
(2) Day-long focus group meetings with district leaders and others (north and south). Purpose: find out what districts need regarding the new baseline.
(3) Teachers looking at CELDT scores of cohort arriving to them.
(4) Begin developing FAQ page.
(5) CDE attends Bilingual Coordinators Meeting (9/14).

October 2006

(1) Post-admin workshops include information and graphic on new baseline.

(2) Standards and Assessment Update Meetings North (10/10) and South (10/17).

Rationale for new baseline:

- 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

November– December 2006

(1) CTB and CDE prepare the preliminary data file (GRT) to be used for checking during Data Review Module (DRM) in 2007.

(2) CDE attends Accountability Institute (11/5–6)

January– March 2007

(1) Preliminary GRT made available to districts in January. Includes Form E scores on the previous scale.

(2) DRM window (February–March) allows school personnel to correct mistakes on the GRT, including Form E original scores

April 2007

(1) Final CELDT GRT released.

(2) Press Release and Briefing of Form F results using new cut scores and new common scale measuring change from previous year relative to new baseline.

Ongoing activities →→→→

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 31, 2006

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

FROM: William L. Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 16

SUBJECT: California English Language Development Test (CELDT): Update including, but not limited to, preparations for informing districts about changes to the CELDT scale and the impact of new cut scores.

The new version of the CELDT developed for the 2006-2007 school year has been significantly revised resulting in a new reporting scale and performance level cut scores. These changes will make the CELDT a more accurate indicator of a student's level of English language development, and will allow comparisons of adjacent grade level test scores. Because of the changes to the CELDT, CDE and its contractor, CTB McGraw-Hill, have developed a communication plan detailing the means by which districts will be informed of the possible impacts of the new cut scores.

As a first step in this process, focus group interviews were held in September with district and school CELDT coordinators to determine: 1) the types of information sources districts utilized to keep abreast of changes to the CELDT, and 2) the information they needed to best help them explain the impact of the new cut scores to students, parents, and teachers.

Attachment 2: Focus Groups for Statewide Communication of Changes to the California English Language Development Test Overview of Results (3 Pages)

Focus Groups for Statewide Communication of Changes to the California English Language Development Test Overview of Results

California Department of Education
CTB/McGraw-Hill
October 2006

Purpose of Focus Group

A common scale with linking across grade spans (K−2, 3−5, 6−8, and 9−12), new cut scores, and proficiency level descriptors were developed for the California English Language Development Test (CELDT). These changes were first implemented with the 2006-07 version of the CELDT. The California Department of Education (CDE) identified the need to accurately and effectively communicate these changes and their impact to the State's educational community. To this end, focus groups were conducted by the test contractor, CTB/McGraw-Hill (CTB), to gather information regarding the most effective means to communicate these changes.

Process and Key Questions

The first focus group interview occurred in Rancho Cordova, California, on September 22, 2006. The second focus group interview took place in San Marcos, California, on September 28, 2006. Participants included school and district level CELDT coordinators, English learner resource teachers, and a multilingual specialist serving multiple districts. A total of nine people participated in the two sessions.

Each group received a short presentation on the CELDT and then participated in a guided discussion around the following topics:

1. Identification of key stakeholders
2. Sources of information
3. Questions and concerns about changes to the CELDT
4. Critical information to be communicated
5. Suggestions for effective communication

Identification of Key Stakeholders

Participants identified the following stakeholders:

1. Curriculum coordinators
2. Test coordinators (site and district)
3. English Language Development (ELD) or bilingual coordinators
4. District data analysts
5. District and county superintendents
6. District English Learner Advisory Committee (DELAC) members
7. Test assessor or evaluators

8. Classroom teachers
9. Administrators
10. Students
11. Parents
12. English Learner Advisory Committee (ELAC) members
13. Community members

Sources of Information
Participants identified using the following resources to locate information regarding CELDT:

1. CDE Web site
2. CTB Web site
3. CTB toll-free, customer-service phone line

Participants suggested using the following tools to communicate the recent changes with the CELDT:

1. Print materials from CTB (e.g., Test Coordinators' Manual, Scoring Guides, and Interpretation Guides)
2. Print materials from CDE (e.g., Assistance Packets).
3. Pre-test Workshops
4. California Educational Research Association meeting in November 2006
5. County-specific Web tools, such as San Diego's online student data tool.

Questions and Concerns about Changes to the CELDT
The focus groups discussed their perceptions of the changes to the CELDT in the context of their past experiences with the test. The participants expressed their desire to more closely bring into alignment (a) the percentage of students reclassified and (b) the percentage of students who show proficiency on the test. Participants thought the recent changes would assist with that effort. In addition, participants perceived that high school students seemed aware that the test was harder and therefore more interesting to them.

Critical Information to be Communicated
Study participants identified the following critical pieces of information that will need to be communicated effectively:

1. Instruct stakeholders as to how to complete the Data Review Module (DRM) accurately and within the time allotted.
2. The rationale for and meaning of the common scale
3. The specific changes to the proficiency level cut scores and descriptors.
4. The effects of the new scale on the Annual Measurable Achievement Objectives for Title III

Suggestions for Effective Communication

Participants agreed that communication bottlenecks exist between districts or counties and schools. Participants indicated that people at various agencies and levels would need access to information regarding the changes with the CELDT.

Ideas for increasing access to information about the CELDT changes included:

1. A summary of changes (including new cut scores and score conversion tables) to accompany instructions for the use of Data Review Module and General Records Tapes when they are provided to districts in February and March 2007.
2. A PowerPoint presentation available on the Web and/or on compact disc
3. A set of Frequently Asked Questions (FAQ) regarding the changes to the CELDT

Summary

The focus groups provided CDE and CTB with valuable information regarding what information needs to be provided as well as how that information should be distributed and to whom. The CDE and CTB are working collaboratively to address these communication needs. Currently, post-test workshops are being conducted across the state for CELDT. CDE and CTB are using these workshops as a vehicle to distribute information regarding the new scale. In addition, CTB is currently developing the FAQs suggested by the focus group and those should be distributed in the near future. CDE will use the information collected from the focus groups to implement additional means of communicating this change.

ITEM #17

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Proposed changes to be included in the California School Information Services (CSIS) Data Dictionary, Version 8.0	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed changes to the CSIS Data Dictionary, Version 8.0.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Consistent with Education Code 49083, CSIS "shall submit to the State Board of Education a plan to administer, coordinate, and manage the development and implementation of an electronic statewide school information system" and that this plan "shall be updated with State Board of Education approval annually." Each year the CSIS Program must update its data dictionary, prior to scheduled data collections, to include modifications necessary for state reporting and records transfer. The SBE has previously approved CSIS Data Dictionary Versions 1.0 – 7.0.1

SUMMARY OF KEY ISSUES

In the 1997 Budget Act (AB 107, Chapter 282, Statutes of 1997) the California Legislature authorized and funded the California School Information Services (CSIS) Program. The CSIS Program was permanently authorized in 1999 by AB 1115 (Chapter 78, Statutes of 1999) which added sections 49080 – 49083 to the California *Education Code*. CSIS' statutory mission is to achieve the following high level goals:

- Build the capacity of local education agencies to implement and maintain comparable, effective and efficient pupil information systems that will support their daily program needs, assist local education agencies (LEAs) in improving the outcomes of pupils, and promote the use of information for educational decision making by school site, district office, and county staff;

- Enable the accurate and timely exchange of pupil transcripts between local education agencies and to postsecondary institutions; and

SUMMARY OF KEY ISSUES (Cont.)

- Assist LEAs to transmit state and federal reports electronically to the California Department of Education, thereby reducing the reporting burden of local education agency staff.

Participation in CSIS State Reporting is voluntary however, beginning September 2006, official student enrollment counts will be collected through the Annual SSID Maintenance process rather than through the CBEDS process (see letter at http://www.cde.ca.gov/ds/sd/cs/ssidltr0906.asp). There are currently about 260 LEAs participating in CSIS State Reporting which represents 55% of public school students in California. Under the State Reporting program, LEAs submit teacher and student-level data elements to CSIS. CSIS applies CDE business rules to aggregate the data into five state reports: three California Basic Education Data System (CBEDS) reports, the Language Census (LCEN), and the Student National Origin Report (SNOR). The CDE then combines the reports received from CSIS with aggregate reports received from all other non-CSIS LEAs to produce statewide reports.

The CSIS Data Dictionary lists the data elements that will be transferred electronically from an LEA through CSIS to the CDE, and among LEAs. The Data Dictionary also defines data that are transmitted to ED in compliance with NCLB reporting requirements. The CSIS Data Dictionary is a collection of descriptions of the items of information, or data elements which helps to ensure that information exchanged between entities is commonly defined. The CSIS Data Dictionary is used by participating LEAs, CSIS, CDE staff and software companies that produce student information systems.

Attachment 1 is a summary of the proposed CSIS Data Dictionary changes from Version 7.0.1 to 8.0. The changes fall into the following categories:

- Deletion of elements no longer necessary
- Clarifications to data element definitions
- Modification or clarifications of codes

The draft Data Dictionary will be posted on the CSIS Web site for review at http://www.csis.k12,ca.us/library/reporting-requirements/ . The document will be posted by October 16, 2006.

FISCAL ANALYSIS (AS APPROPRIATE)

There is minimal CDE, LEA and vendor costs associated with disseminating Data Dictionary changes, modifying software, and populating these data elements in local school information systems.

ATTACHMENT(S)

Attachment 1: Summary of Data Dictionary Changes from Version 7.0.1 to 8.0 (5 Pages)

California School Information Services

Summary of Data Dictionary Changes from Version 7.0.1 to 8.0

For FY 2007-2008
State Reporting and Records Transfer

October 4, 2006

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1. Introduction

1.1 Document Purpose

This *Summary of Data Dictionary Changes from 7.0.1 to 8.0* is intended to present proposed changes to descriptive text and specific data elements and codes.

1.2 Intended Audience

Individuals responsible for oversight and approval of the CSIS Data Dictionary are the intended audience. This document is intended to be read in conjunction with the Data Dictionary Version 8.0.

1.3 Document Organization

The first part of the document describes changes to the data elements sections of the Data Dictionary since the previous version of the document was released. The second part describes changes to the Code Tables section of the Data Dictionary since the previous version of the document was released.

2. Data Dictionary Element and Definition Changes

The proposed changes to the CSIS Data Dictionary listed below are necessary to meet updated and ongoing requirements for electronic state reporting and records transfer activity beginning in FY 2007-08, and are submitted to both the Kern County Superintendent of Schools FCMAT and the State Board of Education for review and approval. Proposed changes include additions and deletions of data elements, changes to element attributes, additions and clarifications to definitions, and errata (typo corrections, minor edits). **New elements and codes are indicated in Bold.**

Element Number	Element Name	Change
DE 01.02	CSIS Student Number	Changed name of the element from "CSIS Student Number" to "Statewide Student Identifier" Modified element definition from: "Unique identification number for the student assigned to or by the first California district in which the student is enrolled in accordance with CSIS established standards. This number follows the student from school to school throughout his/her K-12 career." To read: "*Statewide student identifier (SSID), the unique number assigned by the first California district in which the student is enrolled in accordance with CSIS established standards. This number follows the student from school to school throughout his/her K-12 career.*"
DE 05.20	First Enrollment in a U.S. School	Modified element definition from: "The date on which the student first enrolled in a school in the United States or its territories" To read: "*The date on which the student first enrolled in Grade K through 12 in a public or private school (or began any home schooling in grades K-12) in the United States or its territories.*"
DE 09.23	Pre-ID Writing Test Date	Added code: **03 – EAP Essay**
DE 13.23	High Quality Professional Development	Deleted the element.
DE 13.24	National Board Certification	Deleted the element.

3. Element Code Table Changes

The proposed changes to the CSIS Data Dictionary Code Tables listed below are necessary to meet updated and ongoing requirements for electronic state reporting and records transfer activity beginning in FY 2007-08, and are submitted to both the Kern County Superintendent of Schools FCMAT and the State Board of Education for review and approval. Proposed changes include additions and deletions of data element codes, revisions and clarifications to code definitions, and code errata (typo corrections, minor edits). **New codes are indicated in Bold**.

Code Table	Original Code(s)	Change
DE 13.03 Job Classification	**CBEDS Certificated (K-12)** **10** Administrator **11** Pupil service **12** Teacher **CBEDS Certificated (Adult Ed.)** **15** Administrator **16** Pupil service **17** Teacher **CBEDS Classified (K-12)** **19** Clerical **23** Paraprofessional (teaching assistants, teacher aides, pupil service aides, and library aides) **24** Other Classified staff (non-certificated staff such as custodians, food service staff, bus drivers, noon-duty supervisors, etc. Does not include non-certificated administrators as defined by code #25) **25** Non-certificated administrator (assistant or deputy superintendent or higher if the district governing board has waived certification requirements) **CBEDS Other** **30** Teacher in training **31** Classified (Adult Ed.)	**10** Administrator (K-12 Certificated) **11** Pupil service (K-12 Certificated) **12** Teacher (K-12 Certificated) **15** Administrator (Adult Ed. Certificated) **16** Pupil service (Adult Ed. Certificated) **17** Teacher (Adult Ed. Certificated) **19** Clerical (K-12 Classified) **23** Paraprofessional (K-12 Classified, including teaching assistants, teacher aides, pupil service aides, and library aides) **24** Other K-12 Classified staff (non-certificated staff such as custodians, food service staff, bus drivers, noon-duty supervisors, etc. Does not include non-certificated administrators as defined by code #25) **25** Non-certificated K-12 administrator (assistant or deputy superintendent or higher if the district governing board has waived certification requirements) **30** Teacher in training **31** Classified (Adult Ed.)

Code Table	Original Code(s)	Change
	Title VI **40** Administrator **41** Teacher **42** Teacher aide **43** Non-clerical support services **44** Clerical **45** Other **Migrant Education** **50** Administrator **51** Teacher **52** Teacher aide **53** Clerical **54** Recruiter **55** Records transfer **56** Counselor **57** Linker advocate **58** Support services **59** Other	**40** Administrator (Title VI) **41** Teacher (Title VI) **42** Teacher aide (Title VI) **43** Non-clerical support services (Title VI) **44** Clerical (Title VI) **45** Other (Title VI) **50** Administrator (Migrant Ed.) **51** Teacher (Migrant Ed.) **52** Teacher aide (Migrant Ed.) **53** Clerical (Migrant Ed.) **54** Recruiter (Migrant Ed.) **55** Records transfer (Migrant Ed.) **56** Counselor (Migrant Ed.) **57** Linker advocate (Migrant Ed.) **58** Support services (Migrant Ed.) **59** Other (Migrant Ed.)
Appendix D: Enrollment Exit/Withdrawal Reasons	Modified code 160 definition from: Student withdrew from/left school and the district has received acceptable documentation of enrollment in another public school in California.	To read: Student withdrew from/left school and the district has received acceptable documentation of enrollment in another public school *(within or outside district)* in California.
Appendix D: Enrollment Exit/Withdrawal Reasons	Modified code 450 definition from: *Student in grade K-6 exited/withdrew from school*	To read: "Student in kindergarten through grade 6 *and ungraded elementary* exited/withdrew from school"
Appendix D: Enrollment Exit/Withdrawal Reasons	Modify code 460 from: "Student withdrew from/left school for a home school setting not affiliated with a non-public school or independent study program at a public school"	To read: "Student withdrew from/left school for a home school setting not affiliated with a *private* school or independent study program at a public school"

ITEM #18

CALIFORNIA STATE BOARD OF EDUCATION

November 2006 AGENDA

SUBJECT	
Update on issues related to California's implementation of No Child Left Behind and other federal programs	☒ 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

This standing item allows the CDE to brief the SBE on timely topics related to No Child Left Behind (NCLB) and other federal programs.

SUMMARY OF KEY ISSUES

NCLB – Hearings on Reauthorization

NCLB is due for Congressional reauthorization during the coming year. We are committed to working with Congress and the United States Department of Education (ED) to ensure that the reauthorized NCLB will reflect changes that address the challenges and opportunities California faces throughout our education system.

Toward that end, we have begun collecting input from all interested parties through public meetings throughout California. With the information gathered, the CDE will submit to Congress and ED suggested amendments to NCLB for consideration during the ensuing debate.

Four public meetings – one per topic – were held by CDE throughout California during October:

- Accountability: October 16, 2006, Santa Clara County Office of Education
- Interventions and Corrective Actions: October 16, 2006, Natomas Unified School District
- Highly Qualified Teachers: October 17, 2006, Fresno High School

- English Learner Issues: October 18, 2006, Glendale High School

Following the public meetings and the submission of written testimony, which we will accept through January 2, 2007, we will review all information and seek input and advice from subject-matter experts to help frame California's recommendations.

Letter to U.S. Department of Education on Harmonization of State and Federal Accountability Systems

On March 9, 2006, the SBE approved initiating a dialogue with the ED to harmonize federal and state accountability requirements for California local educational agencies (LEAs) and schools. This would be accomplished by using the Academic Performance Index (API) system to determine Adequate Yearly Progress (AYP) for California LEAs and schools. In our recent meeting with Deputy Secretary Ray Simon in Washington, D.C., he invited us to submit a proposal to that effect so his staff could review it.

Our proposal, which is outlined in Attachment 1, states that for 2007 and beyond, California will use the API to determine AYP and identify LEAs and schools for Program Improvement (PI). If an LEA or school meets its API targets, then it makes AYP. If an LEA or school fails to meet its API targets two years in a row, it will be identified for PI. If a PI LEA or school fails to make its API targets, it will advance in PI. To exit PI, an LEA or school must meet its API targets two years in a row.

Special Condition Placed on California's Title l, Part A Grant Award for 2006-07

An update will be given regarding the special condition placed on CDE's Title l Grant Award. The following is taken from Attachment T of the October 2, 2006, letter from Assistant Secretary Henry L. Johnson (Attachment 2):

"By October 31, 2006, California shall provide a report to the Department containing a detailed evaluation and analysis, for each of the 20 largest local districts in the State, of whether public school choice and SES have been timely and fully implemented by the districts for the 2006-07 school year, including whether all Program Improvement (PI) schools in the districts sent out parent notification letters that contained all required information in clear, understandable language and on what dates letters were sent out; whether the actions taken by or planned by the districts concerning the content and transmittal of choice and SES parental notification letters, the length of "sign-up window(s)," the start-up dates for provision of SES services and schools transfers, and pertinent statutory and regulative requirements are adequate in the case of each district to ensure appropriate opportunity for participation by parents and students in high-quality programs; and, if not, what specific actions have been deemed insufficient or not in compliance by California and what specific correction actions, with timelines, will be taken by the districts and California to ensure that the districts are implementing timely corrective actions addressing these deficiencies. Additionally, California shall submit to the Department preliminary 2006-07 "take-up rates" for choice and SES in each of the 20 districts, and respond to the comments included in Assistant Secretary L. Johnson's

letter and chart of September 30, 2006 reviewing California's submissions to the July 2, 2006 special condition."

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)

Attachment 1: The Joint Harmonization Proposal letter will be provided in a last minute memorandum.

Attachment 2: The October 2, 2006, letter from Assistant Secretary Henry L. Johnson (9 pages) is not available to Web viewing. A printed copy is available for viewing in the SBE Office.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 2, 2006

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

FROM: William L. Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 18

SUBJECT: Update on issues related to California's implementation of No Child Left Behind and other federal programs

Special Condition Placed on California's Title I, Part A Grant Award for 2006-07

On October 31, 2006, the California Department of Education (CDE) submitted a response to the U.S. Department of Education regarding the special condition placed on California's Title I, Part A Grant Award for 2006-07. The response included a cover letter (Attachment 1), a summary response to the September 30 and October 26 letters (Attachment 2), and a file containing specific information regarding each of the 19 local educational agencies (LEAs).

Letter to U.S. Department of Education on Harmonization of State and Federal Accountability Systems

On September 27, 2006, U.S. Deputy Secretary of Education Raymond Simon met with California State Superintendent of Public Instruction Jack O'Connell, California State Board of Education President Kenneth Noonan, and California Secretary of Education Alan D. Bersin on improving and strengthening the No Child Left Behind (NCLB) Act of 2001. At the meeting, Deputy Secretary Simon committed to an ongoing dialogue to harmonize federal and state accountability requirements in California. He invited California to submit changes to its state accountability plan to accomplish this in 2007.

The proposal in response to Deputy Secretary Simon's invitation is attached to this item (Attachments 3, 4, 5, and 6). The proposal harmonizes federal and state requirements by using the Academic Performance Index system to determine Adequate Yearly Progress for California LEAs and schools. Following the resolution of issues raised by this proposal, the CDE will prepare a more detailed set of amendments for your consideration with specific reference to the critical elements in the Accountability Workbook.

Attachment 1: October 31, 2006, Response to U.S. Department of Education (1 page)

Attachment 2: Response from the California Department of Education to the September 30, 2006, and October 26, 2006, Grant Award Condition Governing Title l, Part A – Improving Basic Programs Operated by the State's 20 Largest Local Educational Agencies (6 pages)

Attachment 3: November 1, 2006, Letter to Deputy Secretary Simon (4 pages)

Attachment 4: *2005 Academic Performance Index Based Report Information Guide* (90 pages). This attachment is available via the World Wide Web at http://www.cde.ca.gov/ta/ac/ar/index.asp. A copy of the Guide is available for viewing at the State Board office.

Attachment 5: *2006 Academic Performance Index Growth Report Information Guide* (85 pages). This attachment is available via the World Wide Web at http://www.cde.ca.gov/ta/ac/ar/index.asp. A copy of the Guide is available for viewing at the State Board office.

Attachment 6: May 2006 State Board of Education Agenda Item 13, 2006 Base Academic Performance Index: Subgroup Target Structure (2 pages). This attachment is available via the World Wide Web at http://www.cde.ca.gov/be/ag/main0506.asp. A copy is available for viewing at the State Board office.

CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
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95814-5901

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

October 31, 2006

Amanda Farris
Deputy Assistant Secretary
U.S. Department of Education
400 Maryland Avenue, S.W
Washington, DC 20202

Dear Ms. Farris:

In response to the condition placed on California's Title I grant award and the request from Dr. Henry Johnson to provide additional information regarding the implementation of public school choice and supplemental educational services in the 20 largest school districts, I am submitting the 2 following enclosures:

1. Summary of the California Department of Education (CDE), evaluation and analysis of the implementation of school choice and supplemental educational services and the response to Amanda Farris's October 26, 2006, letter.

2. Individual summaries for the 20 school districts that address specific items in Attachment T of the Title I Grant Award letter.

If you have any questions regarding this subject, please contact Camille Maben, Director, School and District Accountability Division, at (916) 319-0582 or by e-mail at cmaben@cde.ca.gov.

Sincerely,

Gavin Payne
Chief Deputy Superintendent of Public Instruction

GP:cm

Response from the California Department of Education to the September 30, 2006, and October 26, 2006, Grant Award Condition Governing Title I, Part A – Improving Basic Programs Operated by the State's 20* Largest Local Educational Agencies

Condition: By October 31, 2006, California shall provide a report to the U.S. Department of Education (ED) containing a detailed evaluation and analysis for each of the 20 largest local districts in the state of whether public school choice and SES have been timely and fully implemented by the districts for the 2006-07 school year including:

1. **[W]hether all Program Improvement (PI) schools in the district sent out parent notification letters that contained all required information in clear, understandable language and on what dates letters were sent out.**

   Beginning in July 2006, CDE staff began reviewing district and school parent notification letters to ensure they met No Child Left Behind (NCLB) requirements. Initially, when CDE staff reviewed the parent notification letters, it was noted that the districts had included most of the required information. CDE staff provided extensive technical assistance to each district, received signed district assurances that each letter was appropriately signed by a school or district official, and conducted thorough reviews of individual school letters. Based on the preceding steps and results, CDE believes that district parent notification letters adequately address NCLB requirements.

   The mailing dates of the letters met required deadlines. One of the concerns of the ED was the timing of the mailing of parent identification letters for schools in PI, years 2-5. The dates for mailing for the 20 districts can be categorized as follows:

   - Districts that send parent notification letters for PI years 2-5 in the previous spring/summer and send letters in the fall for PI year 1 schools (9 districts)

   - Districts that send parent notification letters for all years of PI in the fall (8 districts)

***** Although ED has specified the 20 largest districts in California, CDE is reporting on 19 because Elk Grove Unified School District has no PI schools.

- Districts that have no schools in PI (1 district)

- Districts that have met all requirements for parent notification letters in ED's August 15, 2006, letter (2 districts)

Regarding SES, at the beginning of the 2006-07 school year, 13 districts mailed "blended" letters explaining both Choice and SES. The letters were mailed between August 20 and early October. Of those 13 districts, 5 mailed "blended" letters after September 1. Six districts mailed separate Choice letters between July 17 and September 29; their SES letters went out between September 5 and October 9. Again, CDE followed ED guidance that "as-prompt-as-possible mailing after release of AYP data" met the NCLB notification deadline. Given that CDE released AYP data on August 31, 2006, CDE staff determined that these two districts met the mailing requirement.

Specific information regarding the parent notification letters and distribution timelines for each district is included in Enclosure 2.

2. **[W]hether the actions taken by or planned by the districts concerning the content and transmittal of choice and SES parental notification letters, the length of "sign-up window(s)," the start-up dates for provision of SES services and school transfers, and pertinent statutory and regulative requirements are adequate in the case of each district to ensure appropriate opportunity for participation by parents and students in high quality programs.**

CDE staff reviewed the districts' implementation timelines for both Choice and SES prior to California's August 15 report to the ED. As a result of the review, CDE staff assisted districts in incorporating all required activities with appropriate implementation dates in their timelines. To ensure the timelines included all the necessary activities at the appropriate times, CDE staff conducted a final review and determined that district timelines are adequate to ensure appropriate opportunity for participation by parents and students in Choice and SES in 2006-07.

CDE discussed details regarding the content and transmittal of Choice and SES parent notification letters in item 1 above. After working with the districts, CDE has determined that all school letters regarding Choice and SES were adequate on both points.

All start-up dates for Choice and SES were sufficient to implement the programs in 2006-07. The parent sign-up windows for both programs,

ranging from three to six weeks in the various districts, were satisfactory and reasonable (longer than two weeks).

3. **[A]nd if not, what specific actions have been determined insufficient or not in compliance by California and what specific corrective actions, with timelines, will be taken by the districts and California to ensure that the districts are implementing timely corrective actions addressing these deficiencies**

Since July 2006, CDE has worked extensively with the districts to ensure compliance with the Choice and SES requirements. CDE provided ample technical assistance before and during the preparation of district responses to the grant condition.

Specifically, CDE staff has:

- Conducted two conference calls with the districts
- Developed and distributed to the districts both Choice and SES implementation and notification content check lists per NCLB requirements and ED guidance materials (submitted to ED earlier)
- Developed and distributed to the districts' sample parent notification letters per NCLB requirements and ED guidance materials
- Reviewed all documentation submitted by the districts according to the check lists and sample letters
- Provided extensive individualized feedback to each district
- Reviewed the final parent notification letters after the districts submitted them on September 29
- Prepared summary analyses about each district's submitted documentation

CDE's analysis and evaluation of the initial district documentation lead to the development and distribution of sample parent notification letters. Staff used the CDE checklists and sample letters in reviewing subsequent district submissions and in guiding individualized technical assistance conversations with the districts. The checklists and sample parent notification letters are available to all districts on the CDE Web site at http://www.cde.ca.gov/ta/ac/ti/programimprov.asp.

In July, when CDE staff began to work with the districts, we identified several areas for which the districts needed technical assistance to comply with the law. Due to thorough review, analysis, and evaluation of districts' initially submitted materials, the following areas were identified as in need of technical assistance. As was noted at the beginning of this report, the letters included most of the information. Required information lacking in Choice and SES letters and timelines for specific districts is detained in Enclosure 2.

Using NCLB and ED guidance, along with our own extensive knowledge of school and district operations, CDE staff provided continuous individualized feedback and technical assistance to ensure district compliance with all required features of Choice and SES implementation. Districts submitted revisions to their timelines and letters until CDE staff approved them. This work was completed by August 15 for 15 of the districts and by September 15 for the remaining 5.

Review of district timelines and of school parent notification letters from July 2006 to present allows CDE to conclude that, in our professional opinion, these districts now have adequate procedures in place for appropriate and timely parent notifications and implementation of Choice and SES. CDE staff continue their technical assistance regarding the content, clarity, and style of the letters to ensure their quality and ease of understanding to parents.

4. **Additionally, California shall submit to the Department preliminary 2006-07 "take-up rates" for Choice and SES in each of the 20 districts**

CDE is submitting data for each of the districts on the form included in the October 26, 2006, letter from Amanda Farris as well as total numbers for the 20 districts. There is one category for which CDE does not routinely collect data – it is the number of public schools to which students transferred. The there was not sufficient time to request these numbers from the districts and meet the October 31 reporting date.

CDE will provide the number of public schools to which students transferred as part of the Choice program and final student participation numbers in its July 15, 2007, report. Also, in the same report, CDE will include final student participation numbers. This number will reflect any students who were added or chose to discontinue during the school year.

The table below summarizes information about the 20 districts to date about Choice and SES implementation in 2006-07.

Public School Choice

	2006-2007 Preliminary Information
Number of Title I Schools required to offer public school choice	758
Number of public schools to which students transferred under the Title I provisions for public school choice *	
Number of students who transferred to another public school under the Title I provisions for public school choice **	13,762
Number of students who were offered public school choice under the Title I provisions for public school choice	626,516
Percentage of students who transferred	2.20 %

Supplemental Educational Services

	2006-2007 Preliminary Information
Number of Title I schools required to offer SES	542
Number of student eligible to receive SES	481,637
Number of students who received SES **	60,133
Percentage of students who received SES	12.49%

*Numbers are not yet available; will be reported in the July 2007 report.
** Numbers reflect students who expressed interest as of October 20, 2006. Actual participation numbers will be reported in July 2007 report.

5. [A]nd respond to the comments included in Assistant Secretary Henry L. Johnson's letter and chart of September 30, 2006, reviewing California's submissions to the July 2, 2006, special condition

The overall summary and the attached individual LEA summaries address the specifics of the September 30 version of the Title I grant award condition.

The October 26, 2006, letter from Amanda Farris referenced CDE's August 15, September 21, and September 29 responses and raised three additional concerns. These concerns are addressed below by CDE.

6. SES provider end-of-year reports due to CDE on January 2, 2007

CDE is in the process of fully developing its monitoring and evaluation process for SES. The SES Providers' End-of-Year Report, specified in the state's SES regulations, is one part of this process. Other components, including data sources and feedback from parents, teachers, administrators, and providers are under discussion and consideration. As the development work continues, CDE will consider ED's suggestions about a "feedback" system to providers, districts, and other parties involved with SES.

CDE determined that provider filing of the end-of-year report is to be done electronically. Electronic start-up problems, slowing the finalization of the reporting form, is the only reason that CDE has moved the SES provider reporting date for 2005-06 information from October 1, 2006, to January 2, 2007. CDE anticipates that this change in due date will be a one-time only event.

7. Fontana Unified School District: Schools participating in Provision 2 and Provision 3 of the National School Lunch Program (NSLP)

As a result of a telephone agreement between Amanda Farris of the ED and Camille Maben of the CDE, the CDE will prepare and mail a clarification letter to districts using Provisions 2 and 3 of NSLP. CDE will mail this letter to districts and to ED in the third week of November 2006. CDE will use ED guidance on Choice and SES to include the points raised in the October 26 letter and will reference the pertinent section in the guidance.

8. Garden Grove Unified, Sacramento City Unified, and San Francisco Unified School Districts – Parent Notification Letters and Applications for Choice and SES

As part of CDE's final report regarding the Title I grant award condition due by July 15, 2007, the CDE will describe these three districts' resolutions of concerns noted in ED's September 30, 2006, letter. Included will be sample notification letters, application forms, and other information to demonstrate that the districts do not dissuade parents from Choice and SES participation.

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OFFICE OF THE SECRETARY OF EDUCATION
ALAN D. BERSIN, Secretary of Education
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November 1, 2006

The Honorable Raymond Simon
Deputy Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6100

Dear Deputy Secretary Simon:

On March 9, 2006, the California State Board of Education (SBE) approved initiating a dialogue with the United States Department of Education (ED) to harmonize federal and state accountability requirements for California local educational agencies (LEAs) and schools. This would be accomplished by using the Academic Performance Index (API) system to determine Adequate Yearly Progress (AYP) for California LEAs and schools. In our recent meeting with you in Washington, D.C., you invited us to submit a proposal to that effect so that your staff could review it.

Our proposal is straightforward. For 2007 and beyond, we will use the API to determine AYP and identify LEAs and schools for Program Improvement (PI). If an LEA or school meets its API targets, then it makes AYP. If an LEA or school fails to meet its API targets two years in a row, it will be identified for PI. If a PI LEA or school fails to make its API targets, it will advance in PI. To exit PI, an LEA or school must meet its API targets two years in a row.

While this formulation is simple, we recognize that it may raise a number of issues for you. If, as we hope, it proves possible to resolve these issues through a dialogue with you and your staff, the California Department of Education (CDE) will prepare a more detailed set of amendments with specific reference to the critical elements in the Accountability Workbook.

Underscoring the importance of this proposal, California has already taken several affirmative steps to align its statewide API system with federal AYP requirements:

- Legislation has standardized the minimum "n" size for student subgroups between the state and federal accountability systems.

- Legislation has added Students with Disabilities and English learners to the specific student subgroups for which schools are held accountable.

- The SBE has adopted a more rigorous formula for calculating subgroup targets that will require the closing of achievement gaps between higher and lower-scoring student subgroups.

- The SBE has increased the minimum growth API target from one API point to five points.

The remainder of this letter will outline the key features of our proposal and identify the benefits that would result from its acceptance. The letter is intended to provide your staff with a conceptual framework within which to review the accompanying material, which fully documents the API-based state accountability system.

The material includes:

- Enclosure 1: *2005 Academic Performance Index Base Report Information Guide*
- Enclosure 2: *2006 Academic Performance Index Growth Report Information Guide*
- Enclosure 3: California State Board of Education May 2006 Agenda Item 13

The API

The most important element of our proposal is to substitute the metric of the API for the percentage of students at or above the proficient level in order to determine AYP. The API has been the cornerstone of the California accountability system since 1999. It is similar in concept to the accountability indices already approved by the ED for use in other states. This single-number index, which ranges from 200 to 1000, summarizes a school's performance over a number of indicators. Currently, these indicators consist solely of results from the statewide assessment program with English-language arts and mathematics scores from the California Standards Tests (CSTs) and the California High School Exit Examination (CAHSEE) furnishing the preponderance of the weight of the API. (For details on how to calculate the API, see Enclosure 1.) Both the CSTs and the CAHSEE have been previously approved by the ED for determining AYP.

Growth in the API is measured by the difference between last year's base API and this year's growth API, both at the school and student subgroup level. Base and growth APIs are calculated in the same manner with the same elements, even if new assessments come on line. (For details on how to measure API growth, see Enclosure 2.)

Performance Goal and Growth Targets

The SBE has set an API score of 800 as a rigorous performance goal to which all California public schools should aspire. A school's and subgroup's annual growth target is determined

by taking five percent of the difference between the current API and the performance goal of 800. (See Enclosure 1.) Schools and subgroups must now make a minimum of five points of growth. (See Enclosure 3.) Meeting these growth targets determines eligibility for the state awards or interventions programs. If our proposal is accepted, it would also determine whether or not a school made AYP. Since growth is the basis of the state system, the concept of “safe harbor” as part of AYP would no longer be necessary, substantially reducing complexity.

Subgroup Accountability

The API system has included subgroup accountability since its inception in 1999. The statewide system contains the same subgroups as required under federal law, the same minimum ”n” sizes for subgroups, and the same inclusion rules for subgroups. In May 2006 the SBE approved a new target subgroup target structure that required and accelerated the closing of achievement gaps by calculating each subgroup’s growth target separately. (See Enclosure 3.) As a result, lower scoring subgroups will have more ambitious growth targets than higher scoring ones. This change is **not** contingent upon the success of this harmonization proposal. The new method for calculating subgroup targets will be applied for the first time in the calculation of growth targets for 2007.

This is actually more rigorous in many instances than current federal requirements, which require only that subgroups meet a common minimum annual measurable objective. Under the current AYP requirements, a subgroup could actually see a decline in performance from the previous year and still make AYP, so long as the subgroup met this year’s annual measurable objective (AMO). This would not occur under an API system, which is based on growth for every performance band.

Other Academic Indicator and Graduation Rate

The API summarizes results from a variety of assessments, including standards-based tests in science and history/social science; therefore, the other academic indicator for elementary and middle schools is already embedded in the API. Graduation rates will be incorporated into the API once they can be generated accurately by means of a student tracking system. Until then the CDE will continue to calculate them through the method set forth in the current Accountability Workbook and consider the rates separately as an AYP measure.

Benefits from Proposal

Because of its reliability, the API system does not employ confidence intervals. Also, as noted earlier, since the system is based on growth, it has no need for a “safe harbor.” If our API proposal is approved, both features will be dropped from our Accountability Workbook.

The elimination of confidence intervals and safe harbor would make accountability decisions much more comprehensible to educators. Now they often view confidence intervals and safe harbor as AYP add-ons that mysteriously benefit some schools and not others. This perception of arbitrariness is a serious threat to the legitimacy of an accountability system.

Legitimacy is the foundation of any accountability system. If parents, educators, and the general public receive mixed messages about school performance, this has a serious impact on accountability, eroding confidence that accountability decisions are made on the basis of sound empirical practice. Harmonization would eliminate this problem. Using the API to identify schools for PI would enable the state as well as LEAs to target interventions in a more rational fashion. If a school is improving sufficiently to meet both school-wide and subgroup API targets, it makes little sense to treat it in the same manner as a school that is not making any progress at all.

Conclusion

In conclusion, the adoption of our proposal would enable us to harmonize federal and state evaluations of LEA and school performance for the upcoming year and beyond. In the past, unfortunately, these evaluations have at times been significantly at variance. The effect has been to undermine both federal and state accountability activities. We therefore believe that this question is of critical importance for California schools.

If you have any questions regarding this proposal, please contact William L. Padia, Deputy Superintendent, Assessment and Accountability Branch, at (916) 319-0812.

Sincerely,

JACK O'CONNELL
State Superintendent of Public Instruction

KENNETH NOONAN, President
State Board of Education

ALAN D. BERSIN, Secretary of Education
Office of the Secretary of Education

JO/KN/AB:rf
Enclosures

ITEM #_19___

CALIFORNIA STATE BOARD OF EDUCATION

November 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) Plans.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

As of the September 2006 meeting, the SBE has approved a total of 1,290 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. LEA Plans from direct-funded charter schools will be recommended for full approval. This approval allows the schools to access federal and state categorical funding.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact to state operations.

ATTACHMENT(S)

A last minute memorandum will be provided with a list of additional direct-funded charter schools with LEA Plans recommended for full SBE approval.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 1, 2006

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

FROM: William L. Padia, Deputy Superintendent
Assessment and Accountability Branch

RE: Item No. 19

SUBJECT: No Child Left Behind Act of 2001: Approve Local Educational Agency Plans, Title 1, Section 1112

Listed below for State Board of Education (SBE) approval is a list of 12 local educational agencies (LEAs) that have submitted LEA Plans. LEA Plans are required under No Child Left Behind so that LEAs may receive federal categorical funding for educational programs.

With the SBE's approval of these Plans, a total of 1302 LEAs will have fully approved Plans.

The following LEAs need approval:

CoDistCode	SchCode	Direct-Funded Charter School
0161259	0111823	Oakland Aviation High School
0761796	0110973	Richmond College Preparatory
1062364	0107623	Crescent View Charter School
1075127	0109991	Crescent View West Charter School
1964246	1996537	Desert Sands Charter High School
1964733	0109884	James Jordan Middle School
1964733	0111211	New Heights Charter School
1964733	0112201	Excel Charter Academy
3768338	6040190	King Primary Academy
4369666	4330585	Downtown College Prep Charter High School
5171464	0109215	Yuba City Charter High School
5610561	0109900	Vista Real Charter High School

ITEM #_20__

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Consolidated Applications 2006-07: Approval	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) fully approve the 2006-07 Consolidated Applications (ConApps) submitted by certain local educational agencies (LEAs), and conditionally approve other LEA ConApps.

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 1,206 LEAs for 2006-07.

Approximately $3.2 billion of state and federal funding is distributed annually through the ConApp process. There are 13 state and federal programs that LEAs may apply for in the ConApp. The state funding sources include: Cal-SAFE; Economic Impact Aid (which is used for State Compensatory Education and/or English learners); Peer Assistance and Review; School Safety and Violence Prevention; and Tobacco Use Prevention Education. The federal funding sources include Title I, Part A Basic Grant (Low Income); Title I, Part A (Neglected); Title I, Part D (Delinquent); Title II, Part A (Teacher Quality); Title III, Part A (Limited English Proficient (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 under the condition that it resolves or makes significant progress toward resolving noncompliant issues. In extreme cases, conditional approval may include the withholding of funds.

SUMMARY OF PREVIOUS…(Cont.)

The attachments include ConApp entitlement figures from school year 2005-06. If fiscal data are absent, it indicates that the LEA is new or is applying for direct funding for the first time.

SUMMARY OF KEY ISSUES

The CDE recommends regular approval of the ConApp for 63 LEAs (see Attachment 1 for the list of LEAs) and conditional approval of the ConApp for 6 LEAs (see attachment 2). These 6 LEAs have longstanding noncompliant issues related to services for English learners. These six districts range from 3 to 15 in the number of noncompliant issues related to English learners and they have been noncompliant in the range of 375 - 988 number of days. The most common noncompliant items are related to English language development, access to the core curriculum, program evaluation, waiver process or parent involvement. Consultants in the English Language Accountability Unit are providing ongoing technical assistance to resolve these issues, including some onsite visits to the district. These 6 LEAs will continue to receive Economic Impact Aid funds on the condition that they resolve these issues. No withholding of funds is recommended at this time.

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 (2006-07) Regular Approvals (2 Pages)

Attachment 2: ConApp List (2006-07) Conditional 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	2005-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
0110017	0000000	Alameda County Office of Education	1104193	1631.01	1052238
5471795	0000000	Allensworth Elementary	85373	588.78	55392
3166779	0000000	Alta-Dutch Flat Union Elementary	41798	250.29	20028
0310033	0000000	Amador County Office of Education	10640	41.89	0
3675077	0000000	Apple Valley Unified	5613026	387.35	3995504
4770201	0000000	Butteville Union Elementary	29891	231.71	13337
2866241	0000000	Calistoga Joint Unified	342336	388.58	116047
4369401	0000000	Campbell Union High	800781	102.62	401975
3768007	0000000	Cardiff Elementary	187228	254.04	89785
3667645	0000000	Central Elementary	902548	176.69	425463
2065201	0000000	Chowchilla Union High	264496	314.13	174194
5471845	0000000	Citrus South Tule Elementary	13698	249.05	1785
1964394	0000000	Claremont Unified	1047480	154.27	533296
1262745	0000000	Cutten Elementary	160301	294.13	106082
3768056	0000000	Del Mar Union Elementary	128713	35.05	0
2475317	0000000	Dos Palos Oro Loma Joint Unified	2012868	761.3	1235760
5471902	0000000	Earlimart Elementary	2414063	1205.83	1483365
0161168	0000000	Emery Unified	194971	247.43	106855
4369427	0107151	Escuela Popular/Center for Training and Career	0	0	0
5672454	0000000	Fillmore Unified	1835564	479.89	969511
3667710	0000000	Fontana Unified	19971611	476.31	10924270
1563487	0000000	General Shafter Elementary	134425	483.54	101238
0961879	0000000	Gold Oak Union Elementary	139497	347.87	86127
2766035	0000000	Greenfield Union Elementary	1798322	740.05	1014446
4770326	0000000	Grenada Elementary	78116	570.19	54829
0475507	0000000	Gridley Unified	1139498	547.84	689688
0161192	0000000	Hayward Unified	9499976	420.06	3390855
3567470	0000000	Hollister	2033781	328.93	922189
3768338	6117279	Holly Drive Leadership Academy	83322	677.41	72256
1563529	0000000	Kern Union High	11882436	350.68	7600052
0761713	0000000	Lafayette Elementary	238865	72.82	103552
0161259	0108944	Lighthouse Community Charter High	0	0	0
4770383	0000000	Little Shasta Elementary	12082	402.73	1525
1964758	0000000	Los Nietos Elementary	860671	372.58	370619
4770409	0000000	McCloud Union Elementary	121902	1231.33	83881
1764055	0000000	Middletown Unified	333790	185.13	214938
3667785	0000000	Mountain View Elementary	549128	159.91	218380
0161242	0000000	New Haven Unified	2813300	213.96	856243
1964881	0106591	Nia Educational Charter	0	0	0
5673874	0000000	Oak Park Unified	318443	87.15	193742
3768338	6061964	O'Farrell Community Charter	764051	562.63	611961
1964733	1995836	Palisades Charter High	33449	12.38	0

Recommended for Regular Approval

1964881	0000000	Pasadena Unified	13452151	630.85	7862350
3110314	0000000	Placer County Office of Education	670051	0	640963
4770433	0000000	Quartz Valley Elementary	10846	216.92	0
2165425	0000000	Reed Union Elementary	106221	100.3	47634
0761796	0110973	Richmond College Prep K-5 Charter	0	0	0
1573544	0000000	Rio Bravo-Greeley Union Elementary	223574	273.32	154189
3467413	0000000	River Delta Joint Unified	743490	297.99	349580
1075408	0000000	Riverdale Joint Unified	867294	539.7	549483
2866290	0000000	Saint Helena Unified	359508	243.73	135412
3768338	0000000	San Diego Unified	75320589	617.49	47535814
4068825	0000000	San Miguel Joint Union	161524	320.48	91822
4310439	0000000	Santa Clara County Office of Education	1393707	1300.1	1289511
5672595	0000000	Santa Paula Union High	531214	303.2	301538
1563768	0000000	Semitropic Elementary	71297	294.62	38825
4710470	0000000	Siskiyou County Office of Education	39881	0	18540
5410546	0000000	Tulare County Office of Education	482268	266.45	316508
1764071	0000000	Upper Lake Union High	113439	243.43	67878
1964733	6019715	Vaughn Next Century Learning Center	1201560	722.09	983561
5075572	0000000	Waterford Unified	685392	367.31	323260
5772702	0000000	Winters Joint Unified	726223	386.7	327188
5171464	0000000	Yuba City Unified	4651786	397.86	2736951

63	Total number of LEAs in the report
$171,808,648	Total ConApp entitlement for districts receiving regular approval

Recommended for Conditional Approval

The following LEAs have submitted a correct and complete ConApp, Part I, but have had compliance issues crucial to student achievement outstanding for more than 365 days. The Department recommends Conditional approval of these applications.

CD Code	School Code	Local Educational Agency Name	2005-06 ConApp Entitlement	2005-06 Entitlement Per Student	2005-06 Title I Entitlement
2465680	0000000	El Nido Elementary	158733	766.83	79129
2766159	0000000	Salinas Union High	6374482	462.09	3418816
4469815	0000000	Santa Cruz City Elementary	1042265	478.76	589189
4469823	0000000	Santa Cruz City High	1148847	218.08	652275
4475432	0000000	Scotts Valley Unified	218738	76.3	102730
5772710	0000000	Woodland Joint Unified	3566282	345.4	1667941

6	Total number of LEAs in the report
$12,509,347	Total ConApp entitlement for districts receiving regular approval

CALIFORNIA STATE BOARD OF EDUCATION

November 2006 AGENDA

SUBJECT	
Chief Business Officer Training Program – Approve Training Candidates	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve candidates nominated by their local educational agencies (LEAs) for the Chief Business Officer (CBO) Training Program.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In July and September 2006, the SBE approved training candidates for the CBO Training Program (Senate Bill 352, Chapter 356, Statutes of 2005). This program provides incentive funding for school districts, county offices of education, and charter schools to send candidates to CBO training by state-qualified providers.

SUMMARY OF KEY ISSUES

Following the SBE's approval of training providers at its May 2006 meeting, LEAs applied for funding on behalf of their CBO candidates. After the SBE approved training candidates at its September 2006 meeting, all available funding for fiscal year 2006-07 was committed. Some training candidates currently being recommended for approval are to replace previously approved candidates or are candidates requesting a change of training provider. Other candidates are new.

An LEA recommended for approval has given signed assurance that:

- The nominated training candidate has committed to provide no less than two years of continuous service to a state public school following completion of the training;

- The CDE will withhold the amount of funds received from its next principal apportionment if the nominated candidate does not participate in or complete the training; and

SUMMARY OF KEY ISSUES (CONT.)

- Information will be provided regarding the LEA's fiscal certification status, the candidate's employment and retention status, and any other data requests made by the CDE to fulfill reporting requirements.

Once the SBE approves the training candidates, initial funding will be allocated to the LEAs upon confirmation of the candidate's enrollment in the selected program. The remaining funds will be allocated upon the candidate's completion of the program.

FISCAL ANALYSIS (AS APPROPRIATE)

Three thousand dollars ($3,000) per eligible training candidate has been allocated for this purpose, with 50 percent of the funding allocated after approval of the LEA application, and the remaining 50 percent allocated upon completion of the CBO training. The Budget Act of 2005 appropriated $1.05 million for this purpose, to provide funds for up to 350 candidates. It is anticipated that an additional $1.05 million will be appropriated for this purpose in 2007-08 and 2008-09, for a total of about $3 million.

ATTACHMENT(S)

Attachment 1: CBO Training Candidates Recommended for Approval (1 Page)

November 2006 Item 21 Meeting Agenda Attachment

CBO Training Candidates Recommended for Approval

County	Local Educational Agency	Candidates Nominated	Selected Training Provider	Troubled District
Alameda	Oakland Unified School District *	1	CASBO	Y
Humboldt	Humboldt County Office of Education	1	CASBO	
Marin	Kentfield Elementary School District	1	CASBO	
Marin	Marin County Office of Education	1	CASBO **	
Marin	Marin County Office of Education	1	UC, Riverside **	
Orange	Capistrano Unified School District	1	CASBO	
Plumas	Plumas Unified School District	1	CASBO **	
San Luis Obispo	Coast Unified School District *	1	USC, Rossier	
Santa Barbara	Santa Ynez Valley Union High School District	1	USC, Rossier	
Siskiyou	Siskiyou Union High School District *	1	CASBO	
Tulare	Farmersville Unified School District *	1	CSU, Bakersfield **	
	Total Training Candidates	11		

* Previously SBE approved; change in training candidate requested.

** Previously SBE approved; change in training provider requested.

ITEM # 22

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Charter Schools: Approval of a Determination of Funding for 2007-08 (prospective), 2008-09, and 2009-10 for Julian Charter School (Charter #267, CDS Code 37-68163-3731239)	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve a determination of funding for Julian Charter School (Charter #267, CDS Code 37-68163-3731239) at the 100 percent level for three years, 2007-08, 2008-09, and 2009-10, pursuant to *Education Code (EC)* sections 47612.5 and 47634.2, and *California Code of Regulations* (*CCR*), Title 5, sections 11963 to 11963.6, inclusive, as recommended by the Advisory Commission on Charter Schools (ACCS).

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

At its meeting on September 25, 2006, the ACCS recommended that the SBE approve a funding determination for Julian Charter School at the 100 percent level for three years, 2007-08, 2008-09, and 2009-10.

SUMMARY OF KEY ISSUES (Cont)

Please note that the revised Title 5 regulations (that became operative on December 6, 2005) allow a charter school to submit a request for funding determination up to one year prior to the fiscal year in which the request will initially be effective. In previous action by the SBE on September 8, 2004, Julian Charter School received a three-year funding determination at the 100 percent funding level for 2004-05, 2005-06, and 2006-07. In accordance with the newly adopted regulations, this funding determination request and recommendation is for the 2007-08 school year and beyond.

To receive a recommendation for a determination of funding at the 100 percent level, the *CCR*, Title 5 regulations 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 related services, and the student-to-teacher ratio must not exceed the greater of:

- 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.

Pursuant to *EC* Section 47634.2(a)(4), the reasons justifying a level higher than 70 percent for Julian Charter School in 2007-08, 2008-09, and 2009-10 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, consistent with *CCR*, Title 5, Section 11963.4(a)(3).

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of a 100 percent funding determination for Julian Charter School for 2007-08, 2008-09, and 2009-10 would have essentially no impact on state expenditures overall. It could have a very minor impact on the distribution of state funds among local educational agencies.

ATTACHMENT(S)

None

ITEM # 23

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 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 for 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, it was 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 is determined by the number of teachers trained as specified on their submitted Request for Reimbursement Form. CDE staff review the Requests for Reimbursement to ensure reported data conforms to the laws and regulations governing the program.

FISCAL ANALYSIS (AS APPROPRIATE)

The legislature appropriated $31.7 million (General Fund) for the AB 466 program in each of fiscal years 2006-07, 2005-06, and 2004-05. Although the CDE has received claims for 2006-07, processing is not yet complete so they do not appear in this agenda item. To date the CDE has received $35,802,500 in 2005-06 claims and has issued $9,253,750 in 2005-06 payments. Another payment of $4,083,750 for 2005-06 is being held pending release of the minutes from the July 2006 SBE meeting[WHY??]. While the CDE continues to receive new claims for 2005-06 that are under the funding cap, the majority of the remaining claims are for teachers trained in excess of the cap. Payment for claims over the cap will be processed in the near future. In accordance with *EC* Section 99234(e), the shortfall in 2005-06 will be paid from the appropriation from 2006-07. For 2004-05, the CDE has received $31,079,500 in claims and issued $30,847,500 in payments. Only one claim for 2004-05 is included on the attachment, and it will be paid from the appropriation for 2004-05.

ATTACHMENT(S)

Attachment 1: List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2006-07 (November 2006) (2 Pages)

List of LEAs submitting certification of assurance via a signed **Request for Reimbursement Form**: Fiscal Years Prior to 2006-07 (November 2006)

		NUMBER OF TEACHERS				PROVIDER	MATERIALS
COUNTY	**LEA NAME**	**Reading 40 Hours**	**Reading 80 Hours**	**Mathematics 40 Hours**	**Mathematics 80 Hours**		
Glenn	Orland Unified	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Lake	Lucerne Elementary	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Lassen	Lassen COE	1				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Monterey	San Antonio Unified	6				RIC, Alameda COE	Houghton Mifflin, *A Legacy of Literacy*
Orange	Newport-Mesa Unified	57				Calabash	Houghton Mifflin, *A Legacy of Literacy*
Riverside	Palm Springs Unified	27				RIC, San Diego	SRA/McGraw-Hill, *Open Court 2002*
Sacramento	Galt Joint Union Elementary	3				Sacramento COE	Prentice Hall, *Timeless Voices, Timeless Themes*
San Bernardino	San Bernardino COE			15		Sacramento COE	Scott Foresman, *California Mathematics*
San Joaquin	Linden Unified	7				RIC, San Joaquin 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		
Santa Cruz	Santa Cruz City Elementary			24		Fresno COE	Harcourt School Publishers, *Harcourt Math*
Shasta	Redding Elementary	20				RIC, Butte COE	Houghton Mifflin, *A Legacy of Literacy*
Siskiyou	Butteville Union Elementary		1			District	Houghton Mifflin, *A Legacy of Literacy*
TOTAL		**123**	**1**	**39**	**0**		

ITEM # 24

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Gifted and Talented Education: Approval of Applications for Funding from Local Educational Agencies	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve an additional 31 local educational agencies (LEAs) for fiscal year (FY) 2006-07 Gifted and Talented Education (GATE) program funding.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE annually approves LEA applications for GATE program funding in accordance with *Education Code* (*EC*) Section 52212. In addition to the 31 LEA applications being recommended for funding now, there were 222 LEAs approved at the September 2006 SBE meeting, and 546 LEAs with continuing applications that were approved by the SBE in prior years, for a total of 799 LEAs approved for FY 2006-07 funding. (Attachment 1)

SUMMARY OF KEY ISSUES

EC Section 52212 authorizes the SBE to approve LEA GATE applications for one, two, and three years, based on the quality of the LEA GATE plans, in accordance with the criteria in the SBE-approved *Recommended Standards for Programs for Gifted and Talented Students* (Attachment 2). An application may be approved for a period of five years based on a site validation of the application by the CDE. The LEAs not validated for five-year approval through a site validation receive three-year approval.

FISCAL ANALYSIS (AS APPROPRIATE)

The LEA GATE funding, based on the average daily attendance (ADA) for all students in the LEA, is used to provide program services for identified GATE students. The 2006-07 funding is approximately $9 per student.

The FY 2006-07 state budget appropriations for the GATE program is $49,186,000. An additional $4,294,000 has been deferred to FY 2006-07. Of the funds appropriated, $2,989,000 is for providing a cost-of-living adjustment at a rate of 5.92 percent.

Per *EC* Section 52211, LEA GATE apportionments are calculated through a funding formula that divides the total funding available for gifted and talented education, by the statewide total units of ADA in kindergarten through grade twelve, reported at the second principal apportionment by all LEAs participating in the program in the current year. An additional deficit factor may be applied in order to align the GATE funding calculations with the available state funding.

ATTACHMENT(S)

Attachment 1: GATE 2006-07 1- and 3-Year Approvals (2 Pages)

Attachment 2: *Recommended Standards for Programs for Gifted and Talented Students* (9 Pages)

GATE 2006-07 One-Year and Three-Year Approvals

County	*District*	*District Identified GATE Students*	*Proposed Funding for FY 2006-07*
One-Year Approvals			
	27 LEAs		
Butte			
	Bangor Union Elementary School District	6	$4,939
Fresno			
	American Union Elementary School District	50	$10,502
	Firebaugh-Las Deltas Unified School District	89	$19,230
	West Fresno Elementary School District	50	$18,713
Humboldt			
	Hydesville Elementary School District	20	$7,659
Kern			
	Rio Bravo-Greeley Elementary School District	62	$18,713
Los Angeles			
	El Segundo Unified School District	268	$25,956
	Los Angeles County Office of Education	560	$9,388
	Wilsona School District	67	$15,860
Marin			
	Kentfield Elementary School District	100	$10,656
Merced			
	Dos Palos-Oro Loma Joint Unified School District	149	$21,157
	Ballico-Cressey Elementary School District	38	$10,693
Monterey			
	Salinas City Elementary School District	425	$66,763
Napa			
	Pope Valley Union Elementary School District	11	$2,633
Sacramento			
	River Delta Unified School District	174	$19,456
San Luis Obispo			
	San Miguel Joint Union Elementary School District	50	$11,003
San Mateo			
	Ravenswood City Elementary School District	100	$25,183
Santa Barbara			
	Los Alamos Elementary School District	20	$9,461

County	District	District Identified GATE Students	Proposed Funding for FY 2006-07
Shasta			
	Black Butte Union Elementary School District	25	$11,457
	Oak Run Elementary School District	15	$2,633
	Whitmore Union Elementary School District	4	$3,059
Siskiyou			
	Gazelle Union Elementary School District	5	$2,633
	Happy Camp Union Elementary School District	14	$2,633
Solano			
	Benicia Unified School District	396	$41,502
Stanislaus			
	Waterford Unified School District	62	$15,134
Tehama			
	Plum Valley Elementary School District	4	$2,633
Yuba			
	Plumas Elementary School District	51	$26,306

Three-Year Approvals

4 LEAs

Butte			
	Biggs Unified School District	50	$19,096
Sacramento			
	Del Paso Heights Elementary School District	65	$15,240
Stanislaus			
	Hughson Unified School District	187	$16,891
Trinity			
	Trinity County Office of Education	10	$2,500

California State Board of Education

Recommended Standards for Programs for Gifted and Talented Students

Approved October 2001
Revised July 2005

Recommended Standards for Programs for Gifted and Talented Students

For a one-year approval, standards in the first column should be in place. For a two-year approval, standards in both column one and column two should be in place. When standards in all three columns are in place, districts may expect a three-year approval. Each level should show increasing quality.

Section 1: Program Design Districts provide a comprehensive continuum of services and program options responsive to the needs, interests, and abilities of gifted students and based on philosophical, theoretical, and empirical support. **(*EC* 52205[d] and 52206[a])**

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
Minimum Standards: One-year approval **a.** The plan includes an intellectual component with objectives that meet or exceed state academic content standards. **b.** The plan incorporates expert knowledge, is approved by the local Board of Education and is available. **c.** The plan aligns with the available resources of the schools, staff, parents and community. **d.** A GATE advisory committee representing educators, community members and parents is formed to support the needs of the program.	**Commendable Standards: Two-year approval** **a.** The district plan is disseminated and easily accessible to parents and the community in pamphlet, website, or other forms. **b.** Participation in the program is not limited by other problems of logistics. **c.** A district GATE advisory committee representing all constituents meets on a regular basis to assist in program planning and assessment.	**Exemplary Standards: Three-year approval** **a.** The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.		
Minimum Standards: One-year approval **a.** Administrative groupings and structures appropriate for gifted education may include cluster grouping, part-time grouping, special day classes, and special schools. **b.** The program provides services that are an integral part of the school day. **c.** The program provides for continuous progress and intellectual peer interaction. **d.** The program provides for flexible grouping in the classroom to meet student needs and abilities. **e.** Children in grades K-2 are served even if not formally identified.	**Commendable Standards: Two-year approval** **a.** A range of appropriate administrative grouping options and structure is available. At the secondary level such groupings and structures are not limited to a single type at any grade level**.**	**Exemplary Standards: Three-year approval** **a.** The program structure and delivery of services provide a balance between cognitive and affective learning.
1:3 The program is articulated with the general education programs.		
Minimum Standards: One-year approval **a.** The program provides continuity within the gifted program and with the general education program. **b.** A coordinator is designated and responsible for all aspects of the program. **c.** The program involves the home and community.	**Commendable Standards: Two-year approval** **a.** The program is planned and organized to provide articulated learning experiences across subjects and grade levels.	**Exemplary Standards: Three-year approval** **a.** The program is comprehensive, structured, and sequenced between, within, and across grade levels, K-12. **b.** The program provides support services including counselors and consultants.

Section 2: Identification The district's identification procedures are equitable, comprehensive, and ongoing. They reflect the district's definition of giftedness and its relationship to current state criteria. **(*EC* 52202: Title 5 Regulations, Section 3822)**

2:1 The nomination/referral process is ongoing and includes students K-12.		
Minimum Standards: One-year approval **a**. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities. **b.** The district establishes and implements both traditional and nontraditional instruments and procedures for searching for gifted students. All data is used to ensure equal access to program services. **c.** Referrals are sought from classroom teachers and parents. District actively searches for referrals among underrepresented populations. **d.** Students may be nominated for participation more than once. **e.** All staff receive training and information about the nomination process, including the characteristics of gifted learners and have access to nomination forms.	**Commendable Standards: Two-year approval** **a.** Training in the identification process is provided that is specifically appropriate for administrators, teachers and support personnel. **b.** The district maintains data on nominees and includes these data in reassessing students who are referred more than once.	**Exemplary Standards: Three-year approval** **No recommended standards for three-year approval.**
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.		
Minimum Standards: One-year approval **a.** A committee, including the GATE coordinator and certificated personnel, make final determinations on individual student eligibility for the program. **b.** Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee. **c.** Parents and teachers are notified of a student's eligibility for program placement and are informed of the appeal process. **d.** Transfer students are considered for identification and placement in a timely manner.	**Commendable Standards: Two-year approval** **a.** The identification tools used are reflective of the district's population. **b.** The district makes timely changes in identification tools and procedures based on the most current research.	**Exemplary Standards: Three-year approval** **a.** Personnel trained in gifted education meet at regular intervals to determine eligibility of individual candidates. **b.** The diversity of the district's student population is increasingly reflected in the district GATE population.
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.		
Minimum Standards: One-year approval **a.** Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file. **b.** Upon parent request the district provides identification information the parent may take to a new school or district. **c.** Participation in the program is based on the criteria of identification and is not dependent on the perception of a single individual. Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.	**Commendable Standards: Two-year approval** **a.** Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.	**Exemplary Standards: Three-year approval** **No recommended standards for three-year approval.**

Section 3: Curriculum and Instruction Districts develop differentiated curriculum, instructional models and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (***EC* 52206[a] and 52206[b]**)

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
Minimum Standards: One-year approval **a.** The differentiated curriculum facilitates gifted students in their ability to meet or exceed state core curriculum and standards. **b.** The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products. **c.** The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding). **d.** The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.	**Commendable Standards: Two-year approval** **a.** The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. **b.** There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning. **c.** The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.	**Exemplary Standards: Three-year approval** **a.** A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels K-12.
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
Minimum Standards: One-year approval **a.** The differentiated curriculum is scheduled on a regular basis and is integral to the school day. **b.** The differentiated curriculum is taught with appropriate instructional models. **c.** The differentiated curriculum is supported by appropriate materials and technology.	**Commendable Standards: Two-year approval** **a.** The structure differentiated curriculum allows for continuity and comprehensiveness of learning experiences in units and courses of study. **b.** The differentiated curriculum utilizes a variety of teaching and learning patterns: large and small group instruction, homogeneous and heterogeneous grouping, teacher and student directed learning, and opportunities for independent study. **c.** An extensive range of resources (including out of grade level print and non print materials) is available to augment differentiated curriculum and to supplement independent study opportunities for individual students.	**Exemplary Standards: Three-year approval** **a.** The differentiated curriculum is planned both for groups of gifted learners within a grade level or class and for individual gifted learners.

Section 4: Social and Emotional Development Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. **(*EC* 52212[a][1])**

4:1 Actions to meet the affective needs of gifted students are ongoing.		
Minimum Standards: One-year approval **a.** Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development. **b.** Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.	**Commendable Standards: Two-year approval** **a.** Teachers are trained and knowledgeable regarding social and emotional development of gifted students, and incorporate techniques to support affective learning in their classrooms. **b.** Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.	**Exemplary Standards: Three-year approval** **a.** Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate. **b.** Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students. Intervention options can take place in school, at home or in the community.
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).		
Minimum Standards: One-year approval **a.** Teachers are trained to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to appropriate school personnel. **b.** Counselors and administrators are trained to make appropriate referrals to internal and external agencies when needed. **c.** Gifted students considered at-risk receive counseling and support services and are not dropped from gifted programs because of related problems. **d.** Information and support are made available to parents regarding at-risk gifted students.	**Commendable Standards: Two-year approval** **a.** The district develops a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies.	**Exemplary Standards: Three-year approval** **a.** At risk gifted students are provided with specific guidance and counseling services that address the related issues and problems, and include development of an intervention plan.

Section 5: Professional Development Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. **(*EC* 52212[a][1])**

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
Minimum Standards: One-year approval **a.** The professional development opportunities are correlated with defined competencies for teachers of the gifted and the standards for GATE programs. The focus each year is based on a yearly assessment of the needs of teachers and of the GATE program. **b.** An evaluation of outcomes obtained from professional development is conducted to determine effectiveness. Results are used to make improvements and for future planning. **c.** Individuals selected to conduct inservice for teachers of gifted learners have knowledge and expertise in the area of gifted education.	**Commendable Standards: Two-year approval** **a.** The district encourages teachers to focus on gifted education as one of the areas of professional growth hours for credential renewal. **b.** A district process to qualify teachers to teach gifted students is in place.	**Exemplary Standards: Three-year approval** **a.** A district professional development plan to accommodate different levels of teacher competency is in place.
5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.		
Minimum Standards: One-year approval **a.** Teachers in the program have education and/or experience in teaching gifted students or are ensured opportunities to gain or continue such knowledge and experience. **b.** A coordinator is in place with experience and knowledge of gifted education or is ensured the opportunity to gain such knowledge. **c.** Administrators, counselors, and support staff participate in professional development offerings related specifically to their roles and responsibilities in the GATE program. **d.** Administrators, counselors, and support staff are encouraged to participate with teachers in the ongoing professional development program related to gifted students.	**Commendable Standards: Two-year approval** **a.** The district promotes the concept of teacher-to-teacher professional development in addition to contracting experts to conduct an inservice.	**Exemplary Standards: Three-year approval** **a.** All teachers assigned to teach gifted students are certified through a variety of formal and informal certificate programs. **b.** The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field. **c.** Follow-up classroom support for application of activities and strategies presented during inservice or professional development are planned**.** **d.** The district identifies support personnel both inside and outside the district with expertise in meeting the needs of gifted learners.

Section 6: Parent & Community Involvement Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. **(*EC* 52205[2][f])**

6:1 Open communication with parents and the community is maintained.		
Minimum Standards: One-year approval **a.** Parents are informed of the district's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Translations are provided. **b.** The district's state application is available to parents and the community. **c.** GATE parents are involved in the ongoing planning and evaluation of the GATE program.	**Commendable Standards: Two-year approval** **a.** The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation. **b.** The products and achievements of gifted students are shared with parents in a variety of ways.	**Exemplary Standards: Three-year approval** **a.** Parents are involved in the development of the application and/or school site plans related to GATE programs. **b.** The talents of GATE parents and other community resources supplement the core and the differentiated curriculum. **c.** Partnerships between the GATE program and business and community organizations are established.
6:2 An active GATE advisory committee with parent involvement is supported by the district.		
Minimum Standards: One-year approval **a.** Parents participate in the district/site advisory committees. It is recommended that the committee meet at least three times a year. **b.** The district Gate coordinator collaborates with the GATE advisory committee to provide parent education opportunities related to gifted education. **c.** Efforts are made to ensure that representation of GATE parents on the GATE advisory committee reflect the demographics of the student population.	**Commendable Standards: Two-year approval** **a.** A parent member of the GATE advisory committee cosigns the district's state application. **b.** Parents participate in the GATE advisory committee which meets on a regular basis. **c.** GATE advisory committees and/or School Site Councils are regularly informed of current research and literature in gifted education. **d.** The district GATE coordinator collaborates with the district GATE advisory committee to offer professional development opportunities to staff, parents, and community members related to gifted education. **e.** The district GATE coordinator and the district GATE advisory committee solicit community support.	**Exemplary Standards: Three-year approval** **a.** The parents of special needs students, such as gifted English language learners and gifted disabled students, participate in the district's GATE advisory committee. This may include special provisions such as changing meeting sites and times and providing transportation.

Section 7: Program Assessment Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. **(*EC* 52212[a][1])**

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.		
Minimum Standards: One-year approval **a.** All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development. **b.** The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose. **c.** The district uses multiple, traditional and nontraditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, and performance-based measures.	**Commendable Standards: Two-year approval** **a.** Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation. **b.** The program contains a clear description of performance expectations of gifted students defined at each grade level. **c.** Criteria for levels of performance or rubrics are used as part of the assessment process. **d.** The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection. **e**. The results of the program assessment are presented to the local Board of Education and accessible to all constituencies of the program. **f.** Districts provide sufficient resources to fund program assessment.	**Exemplary Standards: Three-year approval** **a.** Criteria for levels of performance or rubrics are used for each assessment product, course, and/or grade level. **b.** The assessment report for all educational services involving gifted students includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time. **c.** Districts allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment**.**

Section 8: Budgets District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. **(*EC* 52209, 52212[a][1], [2], [3])**

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
Minimum Standards: One-year approval **a.** Gate funds and/or funding sources are used to address: • professional development • direct student services • district level coordination • GATE student identification process **b.** Expenditures of state GATE funds supplement, not supplant, district funds spent on gifted learners. **c.** There is a budget allocation for district GATE coordination by a single individual on a full or part time basis. When appropriate site coordinators should be included in the budget. **d.** Carry-over monies are minimal and maintained within the district GATE accounts. **e.** Indirect costs do not exceed state limitations.	**Commendable Standards: Two-year approval** **a.** Allocation for the GATE coordinator, regardless of funding source, reflects the scope and complexities of the district's size and GATE plan.	**Exemplary Standards: Three-year approval** **a.** The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program.

ITEM # 25

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
The Administrator Training Program, Assembly Bill 430 (Chapter 364, Statutes of 2005): 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 Administrator Training Program (ATP) Recommended Training Providers.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved the original criteria and requirements for the ATP applications at the January 2006 meeting.

Note: Effective July 1, 2006, the current Principal Training Program was reauthorized as the Administrator Training Program (AB 430 [Chapter 364, Statutes of 2005]).

SUMMARY OF KEY ISSUES

The ATP requires the SBE to approve all program training 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: Administrator Training Program: Recommended List of Training Providers (1 Page)

ADMINISTRATOR TRAINING PROGRAM
RECOMMENDED LIST OF TRAINING PROVIDERS
November 2006

Module 1 – Leadership and Support of Instructional Program

Los Angeles County Office of Education
Prentice Hall Algebra
McDougal Littel Algebra
Holt Secondary Language Arts

Action Learning Systems
McDougal Littel High School English Language Arts
McDougal Littel Middle School English Language Arts
High School Day One and Day Five

Stanislaus County Office of Education / Santa Clara County Office of Education
High School Day One and Day Five

Reading Lions Project Center
Language! English Language Arts

Module 2 – Leadership and Management for Instructional Improvement

San Diego County Office of Education (in partnership with Stanislaus)

Butte County Office of Education (in partnership with Stanislaus)

Module 3 – Instructional Technology to Improve Pupil Improvement

Butte County Office of Education (in partnership with California Technology Assistance Project Region 10)

ITEM # 26

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
The Administrator Training Program, Assembly Bill 430 (Chapter 364, Statutes of 2005): Approval of Applications for Funding from Local Educational Agencies	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve local educational agencies (LEAs) that have submitted applications for funding under the Administrator Training Program (ATP).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved criteria and requirements for ATP applications at the January 2006 meeting.

SUMMARY OF KEY ISSUES

Effective July 1, 2006, the former Principal Training Program (AB 75) was reauthorized as the Administrator Training Program (AB 430 [Chapter 364, Statutes of 2005]). Previously approved training providers have submitted amended training curricula that have been reviewed and accepted by CDE staff to ensure that all new requirements are included.

The ATP 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 Administrator Training (MSfAT). Subsequent payments are dispersed once the training provider records the completed hours into the MSfAT.

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 $1,500 per participant, once the participant name is entered into the Management System for Principal Training. A second payment of $1,500 is disbursed once all the required training hours (160) are recorded into the MSfAT and all required surveys are completed. It is feasible that funding requests will be amended throughout the funding period. Estimated State expenditures resulting from this action: $3,837,000.

ATTACHMENT(S)

Attachment 1: Principal Training Program, Local Educational Agencies Recommended for State Board of Education Approval November 2006 (7 Pages)

Attachment 2: Principal Training Program, Program Summary November 2006 (1 Page)

PRINCIPAL TRAINING PROGRAM
Local Educational Agencies Recommended
For State Board of Education Approval
November 2006

Applications received during the months of August-October 2006

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
ABC Unified	8	$24,000.00
All Tribes American Indian Charter	1	$3,000.00
Alta Loma Elementary	3	$9,000.00
Alum Rock Union Elementary	8	$24,000.00
Anderson Union High	1	$3,000.00
Antelope Valley Union High	12	$36,000.00
Antioch Unified	7	$21,000.00
Apple Valley Unified	2	$6,000.00
ASA Charter	2	$6,000.00
Atascadero Unified	1	$3,000.00
Atwater Elementary	2	$6,000.00
Bakersfield City	5	$15,000.00
Banning Unified	2	$6,000.00
Barstow Unified	4	$12,000.00
Bear Valley Unified	2	$6,000.00
Beardsley Elementary	2	$6,000.00
Beaumont Unified	10	$30,000.00
Bellflower Unified	5	$15,000.00
Bishop Union Elementary	3	$9,000.00
Bonita Unified	7	$21,000.00
Bonsall Union Elementary	1	$3,000.00
Brawley Elementary	1	$3,000.00
Bret Harte Union High	1	$3,000.00
Burton Elementary	6	$18,000.00
Cabrillo Unified	4	$12,000.00
Cajon Valley Union Elementary	2	$6,000.00
Calipatria Unified	1	$3,000.00
Campbell Union Elementary	7	$21,000.00
Carlsbad Unified	6	$18,000.00
Castaic Union Elementary	3	$9,000.00
Central Unified	6	$18,000.00
Century Academy for Excellence	1	$3,000.00
Century Community Charter	1	$3,000.00
Chaffey Joint Union High	18	$54,000.00

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
Chawanakee Unified	1	$3,000.00
Chowchilla Elementary	1	$3,000.00
Chula Vista Elementary	7	$21,000.00
Claremont Unified	8	$24,000.00
Clovis Unified	21	$63,000.00
Coachella Valley Joint Unified	3	$9,000.00
Colton Joint Unified	7	$21,000.00
Compton Unified	22	$66,000.00
Corcoran Joint Unified	8	$24,000.00
Corning Union Elementary	2	$6,000.00
Corona-Norco Unified	17	$51,000.00
Cotati-Rohnert Park Unified	5	$15,000.00
Crescent View Charter High School	1	$3,000.00
Crosswalk: Hesperia Experiential Learning Pathways	2	$6,000.00
Cucamonga Elementary	1	$3,000.00
Culver City Unified	4	$12,000.00
Del Mar Union Elementary	4	$12,000.00
Delano Union Elementary	5	$15,000.00
Desert Sands Unified	4	$12,000.00
Dinuba Unified	7	$21,000.00
Dixon Montessori Charter	1	$3,000.00
Dixon Unified	4	$12,000.00
Duarte Unified	3	$9,000.00
Dunsmuir Elementary	1	$3,000.00
Eagles Peak Charter	4	$12,000.00
El Centro Elementary	2	$6,000.00
El Monte Union High	4	$12,000.00
El Rancho Unified	4	$12,000.00
Elk Grove Unified	30	$90,000.00
Empire Union Elementary	1	$3,000.00
Enterprise Elementary	2	$6,000.00
Environmental Charter High	3	$9,000.00
Escondido Union Elementary	4	$12,000.00
Eureka Union	1	$3,000.00
Fairfax Elementary	2	$6,000.00
Fairfield-Suisun Unified	11	$33,000.00
Fall River Joint Unified	1	$3,000.00
Fallbrook Union High	1	$3,000.00
Firebaugh-Las Deltas Joint Unified	2	$6,000.00

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
Fontana Unified	16	$48,000.00
Fort Sage Unified	1	$3,000.00
Fortuna Union Elementary	1	$3,000.00
Fremont Unified	5	$15,000.00
Fresno Unified	73	$219,000.00
Galt Joint Union Elementary	3	$9,000.00
Galt Joint Union High	7	$21,000.00
Garvey Elementary	3	$9,000.00
Glendale Unified	3	$9,000.00
Golden Valley Unified	3	$9,000.00
Goleta Union Elementary	2	$6,000.00
Grant Joint Union High	10	$30,000.00
Grossmont Union High	11	$33,000.00
Guadalupe Union Elementary	1	$3,000.00
Gustine Unified	5	$15,000.00
Hanford Joint Union High	1	$3,000.00
Happy Camp Union Elementary	1	$3,000.00
Hart-Ransom Union Elementary	1	$3,000.00
Hemet Unified	4	$12,000.00
Hesperia Unified	15	$45,000.00
Hueneme Elementary	4	$12,000.00
Imperial Unified	2	$6,000.00
International School of Monterey	1	$3,000.00
Jamul-Dulzura Union Elementary	2	$6,000.00
John Swett Unified	2	$6,000.00
Kerman Unified	6	$18,000.00
Kern County Office of Education	1	$3,000.00
Kern Union High	3	$9,000.00
Kings Canyon Joint Unified	2	$6,000.00
KIPP San Francisco Bay Academy	2	$6,000.00
Lake County International Charter	1	$3,000.00
Lake Elsinore Unified	16	$48,000.00
Lakeside Union Elementary	2	$6,000.00
Lancaster Elementary	8	$24,000.00
Lassen County Office of Education	1	$3,000.00
Latino College Preparatory Academy	2	$6,000.00
Le Grand Union Elementary	1	$3,000.00
Le Grand Union High	1	$3,000.00
Leadership Public Schools – Hayward	1	$3,000.00

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
Lemon Grove Elementary	2	$6,000.00
Lennox Elementary	1	$3,000.00
Lewiston Elementary	1	$3,000.00
Liberty Union High	4	$12,000.00
Livingston Union Elementary	1	$3,000.00
Lompoc Unified	6	$18,000.00
Lone Pine Unified	1	$3,000.00
Los Alamitos Unified	1	$3,000.00
Los Altos Elementary	1	$3,000.00
Los Angeles County Office of Education	10	$30,000.00
Madera Unified	12	$36,000.00
Magnolia Elementary	2	$6,000.00
Manteca Unified	3	$9,000.00
Marcum-Illinois Union Elementary	1	$3,000.00
Marysville Joint Unified	4	$12,000.00
Mattole Valley Charter (#159)	6	$18,000.00
McCabe Union Elementary	1	$3,000.00
McFarland Unified	8	$24,000.00
Merced County Office of Education	1	$3,000.00
Merced River Union Elementary	1	$3,000.00
Merced Union High	4	$12,000.00
Milpitas Unified	5	$15,000.00
Modesto City Elementary	23	$69,000.00
Momentum Middle	3	$9,000.00
Monterey County Office of Education	18	$54,000.00
Moorpark Unified	2	$6,000.00
Moreland Elementary	6	$18,000.00
Moreno Valley Unified	37	$111,000.00
Morgan Hill Unified	4	$12,000.00
Mountain View Elementary	8	$24,000.00
Mountain View Elementary	2	$6,000.00
Mt. Diablo Unified	11	$33,000.00
New Haven Unified	21	$63,000.00
New West Charter Middle	1	$3,000.00
Newhall Elementary	2	$6,000.00
Newport-Mesa Unified	10	$30,000.00
Norris Elementary	1	$3,000.00
North County Joint Union Elementary	1	$3,000.00
Norwalk-La Mirada Unified	6	$18,000.00

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
Oak Grove Elementary	6	$18,000.00
Oak Run Elementary	1	$3,000.00
Oakdale Joint Unified	4	$12,000.00
Oakland Unity High	1	$3,000.00
Oakley Union Elementary	2	$6,000.00
Ocean View Elementary	3	$9,000.00
Oceanside Unified	9	$27,000.00
Ojai Unified	3	$9,000.00
Orange County Department of Education	1	$3,000.00
Orange County High School of the Arts	2	$6,000.00
Orland Joint Unified	3	$9,000.00
Oroville City Elementary	6	$18,000.00
Oxnard Union High	7	$21,000.00
Palmdale Elementary	6	$18,000.00
Palo Verde Unified	1	$3,000.00
Panama-Buena Vista Union	2	$6,000.00
Paradise Unified	3	$9,000.00
Pasadena Unified	11	$33,000.00
Patterson Joint Unified	1	$3,000.00
Peninsula Union Elementary	1	$3,000.00
Perris Union High	14	$42,000.00
Plaza Elementary	1	$3,000.00
Pleasant Valley	2	$6,000.00
Plumas County Office of Education	2	$6,000.00
Porterville Unified	9	$27,000.00
Princeton Joint Unified	1	$3,000.00
Raymond-Knowles Union Elementary	2	$6,000.00
Red Bluff Union Elementary	1	$3,000.00
Redding Elementary	1	$3,000.00
Richland Union Elementary	2	$6,000.00
Rim of the World Unified	2	$6,000.00
Rio Bravo-Greeley Union Elementary	1	$3,000.00
Rio Elementary	2	$6,000.00
Romoland Elementary	6	$18,000.00
Roseland Elementary	1	$3,000.00
Roseville City Elementary	3	$9,000.00
Sacramento City Unified	43	$129,000.00
Salida Union Elementary	2	$6,000.00
San Bernardino County Office of Education	11	$33,000.00

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
San Bruno Park Elementary	2	$6,000.00
San Diego County Office of Education	1	$3,000.00
San Francisco County Office of Education	9	$27,000.00
San Jacinto Unified	8	$24,000.00
San Jose Unified	7	$21,000.00
San Juan Unified	15	$45,000.00
San Mateo-Foster City Elementary	3	$9,000.00
San Pasqual Union Elementary	1	$3,000.00
San Ysidro Elementary	3	$9,000.00
Sanger Unified	1	$3,000.00
Santa Ana Unified	21	$63,000.00
Santa Barbara Elementary	3	$9,000.00
Santa Clara Unified	5	$15,000.00
Santa Maria-Bonita Elementary	2	$6,000.00
Santee Elementary	4	$12,000.00
Saugus Union Elementary	3	$9,000.00
School of Unlimited Learning	1	$3,000.00
Semitropic Elementary	1	$3,000.00
Sierra Sands Unified	2	$6,000.00
Sierra Unified	2	$6,000.00
Silver Valley Unified	2	$6,000.00
Siskiyou County Office of Education	2	$6,000.00
Sonoma Valley Unified	1	$3,000.00
South Whittier Elementary	1	$3,000.00
Southern Kern Unified	1	$3,000.00
Stanislaus County Office of Education	1	$3,000.00
Stockton City Unified	23	$69,000.00
Stony Creek Joint Unified	1	$3,000.00
Sulphur Springs Union Elementary	3	$9,000.00
Summerville Elementary	1	$3,000.00
Sundale Union Elementary	1	$3,000.00
Sweetwater Union High	24	$72,000.00
Sylvan Union Elementary	3	$9,000.00
Templeton Unified	2	$6,000.00
Tulare City Elementary	18	$54,000.00
Tulare Joint Union High	2	$6,000.00
Turlock Unified	11	$33,000.00
Tustin Unified	2	$6,000.00
Ukiah Unified	2	$6,000.00

LOCAL EDUCATIONAL AGENCIES	Total Number of Site Administrators	Total Amount of State Funding Requested
Union Elementary	1	$3,000.00
Vacaville Unified	15	$45,000.00
Vallecito Union	2	$6,000.00
Valley Center-Pauma Unified	2	$6,000.00
Vaughn Next Century Learning Center	3	$9,000.00
Ventura County Office of Education	11	$33,000.00
Ventura Unified	6	$18,000.00
Victor Elementary	4	$12,000.00
Visalia Unified	4	$12,000.00
Vista Unified	10	$30,000.00
Wasco Union Elementary	1	$3,000.00
Washington Colony Elementary	1	$3,000.00
Weaver Union Elementary	2	$6,000.00
West Fresno Elementary	2	$6,000.00
West Park Charter Academy	1	$3,000.00
Westminster Elementary	1	$3,000.00
Westside Union Elementary	2	$6,000.00
William S. Hart Union High School District	6	$18,000.00
Willits Unified	2	$6,000.00
Willow Creek Elementary	1	$3,000.00
Willows Unified	1	$3,000.00
Winton Elementary	1	$3,000.00
Yosemite Unified School District	1	$3,000.00
Yuba City Unified	6	$18,000.00
Yuba County Office of Education	1	$3,000.00
Yucaipa-Calimesa Joint Unified	6	$18,000.00
TOTAL	**1279**	**$3,837,000.00**
		(1279 x $3000)

PRINCIPAL TRAINING PROGRAM
Program Summary
November 2006

CURRENT REQUEST SUMMARY

Applications received in August - October 2006

Total number of LEAs recommended for November Approval….....258
Total number of administrators.....1279

Total State Funds Requested $3,837,000
(1279 LEAs participant(s) (1279 x $3,000)

SUMMARY TO DATE

Total number of participating LEAs
(258 Single LEAs)…….....258

Total number of administrators anticipated for program participation 1279

ITEM # _27___

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Proposed Intervention for Cohort(s) 1–3 II/USP Schools and Cohort 1 HPSGP Schools that Failed to Show Significant Growth	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE):

1. Determine those Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP) schools that will be deemed state-monitored,

2. Assign a School Assistance and Intervention Team (SAIT) to each of these state-monitored schools and allow the local governing board to retain its legal rights, duties, and responsibilities with respect to each school, and

3. With regard to the HPSGP schools, provide that other interventions may be imposed, upon a future determination by the SBE, after two data points have demonstrated that the schools are not making progress in exiting the HPSGP program.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to *Education Code (EC)* sections 52055.5(b) and 52055.650, II/USP and HPSGP schools failing to demonstrate significant growth are subject to state monitoring.

Education Code (EC) Section 52055.5(b) directs the SBE to deem II/USP schools not showing significant growth as state-monitored. Similarly, *EC* Section 52055.650 directs the SBE to deem HPSGP schools not showing significant growth as state-monitored. The State Superintendent of Public Instruction (SSPI), with the approval of the SBE, is required to invoke sanctions from one of two groups:

1. According to the provisions of *EC* sections 52055.5(a) and 52055.650, the SSPI shall:

   - Assume all the legal rights, duties, and powers of the governing board, unless the SSPI and the SBE allow the local governing board to retain these rights;

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

- Reassign the principal of that school, subject to a hearing; and
- Do one or more of the following with respect to a state-monitored school:
  - Revise attendance options;
  - Allow parents to apply directly to the SBE to establish a charter school;
  - Assign the management of the school to a school management organization;
  - Reassign other certificated employees of the school;
  - Renegotiate a new collective bargaining agreement at the expiration of the existing one;
  - Reorganize the school;
  - Close the school; and/or
  - Place a trustee at the school for no more than three years

2. As an alternative to the above, the SSPI, with the approval of the SBE, may require districts to contract with a SAIT in lieu of other interventions and sanctions. If the SBE approves, the governing board of the school district may retain its legal rights, duties, and responsibilities with respect to that school. (*EC* sections 52055.51(a) and 52055.650)

Title 5 regulations require II/USP schools to make at least one point of API growth in order to demonstrate significant growth.

Also under Title 5 regulations, a school participating in the HPSGP achieves significant growth when its combined growth is equal to or greater than ten API points on the API over the last three years it participates in the program and it also achieves positive API growth in two of the last three years.

II/USP and HPSGP schools without valid API data in at least one year require the application of alternative growth criteria as defined in Title 5 regulations (See Attachment 1).

SUMMARY OF KEY ISSUES

The 2006 schoolwide API results yielded a number of II/USP (See Attachment 2) and HPSGP schools (See Attachment 3) with valid API data that failed to make significant growth this past year based upon each program's significant growth definition.

SUMMARY OF KEY ISSUES (Cont.)

The 2006 schoolwide API results yielded a number of schools without valid API growth data. Since the alternative growth criteria will be applied to each of these schools, a last minute memorandum will be submitted for SBE consideration. Additionally, the last minute item may include, if necessary, any school with valid data that may require a status change as a result of a more recent data release.

FISCAL ANALYSIS (AS APPROPRIATE)

An expenditure plan for allocation of Title I and non-Title I funding for state-monitored schools is the subject of a November 2006 SBE item entitled:

"Immediate Intervention/Underperforming Schools Program and High Priority Schools Grant Program: School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in State-Monitored Schools"

ATTACHMENT(S)

Attachment 1: Title 5. Education, Division 1. California Department of Education, Chapter 2. Pupils, Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures, Article 1.6. Immediate Intervention/ Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Definition of Significant Growth and Criteria to Determine Academic Growth for II/USP and HPSGP Schools Without Valid API's (3 Pages)

Attachment 2: 2006-07 Immediate Intervention/Underperforming Schools Program Cohort 1, 2, and 3 Schools that Did Not Make Significant Growth (2 Pages)

Attachment 3: 2006-07 High Priority Schools Grant Program Cohort 1 Schools that Did Not Make Significant Growth (2 Pages)

A last minute memorandum will be submitted to list schools subject to state-monitoring as a result of failing to demonstrate growth using the alternative growth criteria, and if necessary will identify changes in status determinations to schools already identified in Attachments 2 and 3 of this item. The memorandum will include a recommendation for each school.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 2. Pupils

Subchapter 4. Statewide Testing of Pupils and Evaluation Procedures

Article 1.6. Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Definition of Significant Growth and Criteria to Determine Academic Growth for II/USP and HPSGP Schools Without Valid API's

§ 1030.5. Definition of Significant Growth for II/USP Schools.

A school participating in the Immediate Intervention/Underperforming Schools Program (II/USP) of Education Code sections 52053 through 52055.55 achieves "significant growth" as that term is used in Education Code sections 52055.5 and 52055.55 when its schoolwide Academic Performance Index (API) growth is greater than zero and the school does not achieve its API growth target pursuant to Education Code section 52052(c).

Note: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52053, 52054, 52055.5 and 52055.55, Education Code.

§ 1030.6. Criteria to Demonstrate Significant Growth for II/USP Schools Without Valid APIs.

Schools participating in the II/USP without a valid API score pursuant to Education Code section 52052(f) demonstrate academic growth equivalent to significant growth for purposes of Education Code sections 52055.5 and 52055.55 when the weighted average percent proficient across all California Standards Tests in (a) English/language arts and (b) mathematics increased by at least one percentage point from the prior year to the year in which they have an invalid score. For purposes of this calculation, there shall be no rounding (e.g., 0.99 does not round up to 1.00).

Note: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52053, 52054, 52055.5 and 52055.55, Education Code.

§ 1030.7. Definition of Significant Growth for HPSGP Schools.

(a) A school participating in the High Priority Schools Grant Program (HPSGP) of Education Code sections 52055.600 through 52055.662 achieves "significant growth" as that term is used in Education Code sections 52055.650 when its combined growth is equal to or greater than ten Academic Performance Index (API) points on the API over the last three years it participates in the program and also achieves positive API growth in two of the last three years.

(b) A school without a valid API score pursuant to Education Code section 52052(f) in any year of participation in the program demonstrates positive API growth for that year when the school's weighted average percent proficient increases by at least one percentage point from the prior year across all California Standards Tests in (a) English/language arts, and (b) mathematics. For purposes of this calculation, there shall be no rounding (e.g. 0.99 does not round up to 1.00).

Note: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52055.600, 50255.640, 52055.645 and 52055.650, Education Code.

§ 1030.8. Criteria to Demonstrate Academic Growth Equivalent to Significant Growth for HPSGP Schools Without Valid APIs.

A school without a valid API in at least one year that does not demonstrate significant growth as defined in section 1030.7, demonstrates academic growth equivalent to significant growth for purposes of Education Code 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. For purposes of this calculation, there shall be no rounding (e.g., 0.99 does not round up to 1.00).

Note: Authority cited: Section 33031, Education Code. Reference: Sections 52052, 52055.600, 50255.640, 52055.645 and 52055.650, Education Code.

2006-07 Immediate Intervention/Underperforming Schools Program
Cohort 1, 2 and 3 Schools That Did Not Make Significant Growth

County	District	School	Cohort	2005 Statewide Rank	2003 Base	2004 Growth	Met 2004 Schoolwide Growth Target	Met 2004 Comparable Improvement	2004 Base	2005 Growth	Met 2005 Schoolwide Growth Target	Met 2005 Comparable Improvement	2005 Base	2006 Growth	Met 2006 Schoolwide Growth Target	Met 2006 Comparable Improvement
Alameda	Oakland Unified	Education for Change at Cox Elementary (Charter)	2	1	571	10	No	Yes	578	3	No	No	581	-26	No	No
Alameda	Oakland Unified	Lockwood Elementary	2	1	563	2	No	No	565	2	No	No	567	-43	No	No
Alameda	Hayward Unified	Mt. Eden High	3	4	590	45	Yes	Yes	637	20	Yes	No	657	-2	No	No
Fresno	Fresno Unified	Slater Elementary	3	2	623	-2	No	No	621	29	Yes	No	650	-20	No	No
Kern	Mojave Unified	Ulrich (Robert P.) Elementary	1	2	648	5	No	No	654	9	Yes	No	663	-11	No	No
Kern	Richland Union Elementary	Redwood Elementary	3	2	629	-6	No	No	627	12	Yes	No	639	-23	No	No
Los Angeles	Los Angeles Unified	Carson Senior High	2	2	576	15	Yes	No	585	10	No	No	595	-10	No	No
Los Angeles	Los Angeles Unified	Curtiss Middle	2	1	569	11	No	No	585	6	No	No	591	-7	No	No
Los Angeles	Los Angeles Unified	North Hollywood Senior High	2	4	629	13	Yes	No	641	23	Yes	No	664	-9	No	No
Los Angeles	Los Angeles Unified	Westchester Senior High	3	2		**	**	**	617	4	No	No	621	-6	No	No
Los Angeles	Pasadena Unified	Woodrow Wilson Middle	3	3	653	-14	No	No	639	7	No	No	646	0	No	No
Merced	Merced Union High	Merced High	3	5	659	14	Yes	No	675	11	Yes	No	686	-15	No	No
Monterey	Monterey Peninsula Unified	Seaside High	3	3	591	15	Yes	No	611	28	Yes	No	639	-7	No	No
Riverside	Moreno Valley Unified	Sunnymead Elementary	3	1	618	-16	No	No	609	7	No	No	616	-26	No	No
Riverside	Palm Springs Unified	Two Bunch Palms Elementary	3	1	594	13	Yes	No	614	10	Yes	No	624	0	No	No
Sacramento	Sacramento City Unified	Birney (Alice) Elementary	1	4	670	7	Yes	No	688	14	Yes	No	702	-3	No	Yes

2006-07 Immediate Intervention/Underperforming Schools Program
Cohort 1, 2 and 3 Schools That Did Not Make Significant Growth

County	District	School	Cohort	2005 Statewide Rank	2003 Base	2004 Growth	Met 2004 Schoolwide Growth Target	Met 2004 Comparable Improvement	2004 Base	2005 Growth	Met 2005 Schoolwide Growth Target	Met 2005 Comparable Improvement	2005 Base	2006 Growth	Met 2006 Schoolwide Growth Target	Met 2006 Comparable Improvement
Sacramento	San Juan Unified	Jonas Salk Middle	3	1	570	18	Yes	No	585	10	No	No	595	-20	No	No
San Bernardino	Barstow Unified	Barstow Junior High	2	3	607	19	Yes	No	624	*	*	*	651	-4	No	No
San Bernardino	San Bernardino City Unified	Warm Springs Elementary	3	1	567	4	No	No	575	13	Yes	No	588	-17	No	No
San Diego	Grossmont Union High	El Cajon Valley High	2	2	574	14	Yes	No	591	9	No	No	600	-10	No	No
San Diego	San Diego Unified	Roosevelt Junior High	2	2	600	11	Yes	No	615	24	Yes	No	639	-1	No	No
San Diego	San Diego Unified	Marshall Elementary	3	2	613	26	Yes	Yes	641	1	No	No	642	-20	No	No
San Diego	Cajon Valley Union Elementary	Cuyamaca Elementary	3	3	690	-13	No	No	685	9	Yes	No	694	-5	No	No
San Diego	Sweetwater Union High	Montgomery Senior High	3	2	581	17	Yes	No	598	24	Yes	No	622	-4	No	No
Santa Clara	Franklin-McKinley Elementary	Santee Elementary	2	1	577	13	Yes	No	594	18	Yes	No	612	-5	No	No
Solano	Vallejo City Unified	Solano Middle	3	3	645	2	No	No	649	8	Yes	No	657	-7	No	No
	*Data Quest indicates that the school had significant demographic changes and therefore did not have any Growth or target information. However, phone conversation with school staff on 09-26-06 indicates that only a handful of teachers transferred to another school. The majority of students stayed at the school site. The program had no major changes.															
	**The school did not have a valid 2003 API Base and therefore did not have any Growth or target information.															

2006-07 High Priority Schools Grant Program
Cohort 1 Schools that Did Not Make Significant Growth

County	District	School	Cohort	2005 Statewide Rank	2003 Base	2004 Growth	Met 2004 Schoolwide Growth Target	Met 2004 Comparable Improvement	2004 Base	2005 Growth	Met 2005 Schoolwide Growth Target	Met 2005 Comparable Improvement	2005 Base	2006 Growth	Met 2006 Schoolwide Growth Target	Met 2006 Comparable Improvement	Combined Growth for Three Years	Positive Growth in 2 of 3 Years
Contra Costa	West Contra Costa Unified	Lincoln Elementary	1	1	567	7	No	No	580	26	Yes	Yes	606	-40	No	No	-7	Yes
Kern	Arvin Union Elementary	Haven Drive Middle	1	2	561	40	Yes	Yes	610	0	No	No	610	-8	No	No	32	No
Kern	Bakersfield City Elementary	Horace Mann Elementary	1	2	593	-6	No	No	594	56	Yes	Yes	650	-18	No	No	32	No
Kern	Elk Hills Elementary	Elk Hills Elementary	1	1	577	-30	No	No	551	49	Yes	Yes	600	-42	No	Yes	-23	No
Los Angeles	Los Angeles Unified	Hollywood Senior High	1	2	546	-6	No	No	535	76	Yes	Yes	611	-3	No	No	67	No
Los Angeles	Los Angeles Unified	Ann Street Elementary	1	2	657	-45	No	No	614	57	Yes	Yes	671	-17	No	No	-5	No
Los Angeles	Los Angeles Unified	Malabar Street Elementary	1	2	621	-15	No	No	611	57	Yes	Yes	668	-5	No	No	37	No
Los Angeles	Los Angeles Unified	One Hundred Eighteenth Street	1	2	641	3	No	No	650	3	No	No	653	0	No	No	6	Yes
Los Angeles	Los Angeles Unified	Jefferson (Thomas) Senior High	1	1	447	17	No	Yes	474	8	No	No	482	-25	No	No	0	Yes
Los Angeles	Los Angeles Unified	Lincoln (Abraham) Senior High	1	1	544	-15	No	No	533	53	Yes	Yes	586	-11	No	No	27	No
Los Angeles	Los Angeles Unified	Roosevelt (Theodore) Senior High	1	1	523	-6	No	No	533	6	No	No	539	3	No	No	3	Yes
Los Angeles	Los Angeles Unified	Langdon Avenue Elementary	1	1	630	-9	No	No	626	7	No	Yes	633	-3	No	No	-5	No
Los Angeles	Los Angeles Unified	Nevin Avenue Elementary	1	1	594	-17	No	No	577	31	Yes	Yes	608	-15	No	No	-1	No
Los Angeles	Los Angeles Unified	Tenth Street Elementary	1	1	594	27	Yes	Yes	626	-10	No	No	616	-2	No	No	15	No
Los Angeles	Paramount Unified	Roosevelt Elementary	1	2	633	43	Yes	Yes	679	-13	No	No	666	-6	No	No	24	No
Los Angeles	Pomona Unified	Pueblo Elementary	1	2	623	-6	No	No	616	48	Yes	Yes	664	0	No	No	42	No
Monterey	Salinas City Elementary	Los Padres Elementary	1	1	571	49	Yes	Yes	623	-1	No	No	622	-11	No	No	37	No

2006-07 High Priority Schools Grant Program
Cohort 1 Schools that Did Not Make Significant Growth

County	District	School	Cohort	2005 Statewide Rank	2003 Base	2004 Growth	Met 2004 Schoolwide Growth Target	Met 2004 Comparable Improvement	2004 Base	2005 Growth	Met 2005 Schoolwide Growth Target	Met 2005 Comparable Improvement	2005 Base	2006 Growth	Met 2006 Schoolwide Growth Target	Met 2006 Comparable Improvement	Combined Growth for Three Years	Positive Growth in 2 of 3 Years
Orange	Santa Ana Unified	Lowell Elementary	1	1	568	0	No	No	573	45	Yes	Yes	618	-5	No	No	40	No
Orange	Santa Ana Unified	Spurgeon Intermediate	1	1	568	-1	No	No	574	26	Yes	Yes	600	-14	No	No	11	No
Orange	Santa Ana Unified	Grant (Margaret S.) Elementary	1	1	610	-34	No	No	572	30	Yes	Yes	602	-1	No	No	-5	No
Riverside	Coachella Valley Unified	Peter Pendleton Elementary	1	1	573	-6	No	No	564	3	No	No	567	-1	No	No	-4	No
Sacramento	Sacramento City Unified	Pacific Elementary	1	2	632	28	Yes	No	671	-24	No	No	647	-19	No	No	-15	No
San Bernardino	Baker Valley Unified	Baker High	1	1	542	-14	No	Yes	533	15	Yes	Yes	548	-5	No	Yes	-4	No
San Bernardino	Fontana Unified	Date Elementary	1	4	690	-3	No	No	696	10	Yes	Yes	706	-12	No	No	-5	No
San Bernardino	Ontario-Montclair Elementary	Wiltsey (Ray) Middle	1	2	588	-7	No	No	584	31	Yes	Yes	615	-15	No	No	9	No
San Bernardino	San Bernardino City Unified	Muscoy Elementary	1	2	644	-14	No	No	635	5	No	No	640	-5	No	No	-14	No
San Diego	San Diego City Unified	Mann Middle	1	1	566	30	Yes	Yes	597	-13	No	No	584	-1	No	No	16	No
San Francisco	San Francisco Unified	O'Connell (John A.) High	1	3	539	20	Yes	Yes	578	53	Yes	Yes	631	-66	No	No	7	Yes
San Francisco	San Francisco Unified	Everett Middle	1	1	549	29	Yes	Yes	586	-23	No	No	563	-5	No	No	1	No
Santa Cruz	Pajaro Valley Joint	Hyde (H. A.) Elementary	1	2	597	-1	No	No	601	49	Yes	Yes	650	-6	No	No	42	No
Santa Cruz	Pajaro Valley Joint Unified	Pajaro Middle	1	1	583	-8	No	No	577	15	Yes	Yes	592	2	No	No	9	Yes
Tulare	Visalia Unified	Houston Elementary	1	1	578	10	No	No	597	4	No	No	601	-6	No	No	8	Yes

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 31, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 27

SUBJECT: Immediate Intervention/Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP): Proposed Intervention for Cohort(s) 1–3 II/USP Schools and Cohort 1 HPSGP Schools that Failed to Show Significant Growth

As a result of the September 22, 2006, Academic Performance Index (API) data release and application of Title V regulations, two additional High Priority Schools Grant Program (HPSGP) schools have failed to demonstrate significant growth; therefore, they are being recommended for State Board of Education consideration for state-monitoring and assignment of a School Assistance Intervention Team.

In addition, as a result of the passage of Assembly Bill (AB) 1758 (April 17, 2006) the status of two HPSGP schools has changed. Based upon the inclusion of exit criteria for HPSGP schools in that legislation, each of these schools should have exited the program in April 2006.

The recommendation to state-monitor O'Connell (John A.) High School, San Francisco Unified School District, and Lincoln Elementary School, West Contra Costa Unified School District, is withdrawn.

Attachment 4: Table 1: 2006-07 High Priority Schools Grant Program Cohort 1 Schools that Did Not Make Significant Growth (1 Page)

Attachment 5: Table 2: Cohort 1 High Priority Schools Grant Program Schools that Exited April 2006 (1 Page)

Table 1
2006-07 High Priority Schools Grant Program
Cohort 1 Schools that Did Not Make Significant Growth

CDS Code	County	District	School	2005 Statewide Rank	2003 Base	2004 Growth	Met 2004 Schoolwide Growth Target	Met 2004 Comparable Improvement	2004 Base	2005 Growth	Met 2005 Schoolwide Growth Target	Met 2005 Comparable Improvement	2005 Base	2006 Growth	Met 2006 Schoolwide Growth Target	Met 2006 Comparable Improvement	Combined Growth for Three Years	Met Positive Growth in 2 of 3 Years
19647256113146	Los Angeles	Long Beach Unified	Constellation Community	3	573	-2	No	No	578	71	Yes	Yes	649	-10	No	No	59	No
33669853330974	Riverside	Banning Unified	Banning Independent Study	B*	565†	-52	N/A‡	N/A‡	543†	45	N/A‡	N/A‡	588†	-27	N/A‡	N/A‡	-34	No

* B = District or ASAM
† Means this Academic Performance Index (API) is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting test scores. In this case, the API is asterisked because the school was small in 2003, 2004, 2005, and 2006. APIs based on small numbers of students are less reliable and therefore data should be interpreted with caution.
‡ N/A means target not available.

Table 2
Cohort 1 High Priority Schools Grant Program
Schools that Exited April 2006

CDS Code	County	District	School	Met All Growth Targets in 2003	Met All Growth Targets in 2004	Met All Growth Targets in 2005	Met Growth Targets in 2 of 3 Years	Made Positive Growth in 3 Years
07617966004832	Contra Costa	West Contra Costa Unified	Lincoln Elementary	Yes	No	Yes	Yes	Yes
38684783834769	San Francisco	San Francisco Unified	O'Connell (John A.) High	Yes	Yes	Yes	Yes	Yes

ITEM #_28__

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Immediate Intervention/Underperforming Schools Program and High Priority Schools Grant Program: School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in State-Monitored Schools	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the expenditure plan.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At previous SBE meetings, the SBE deemed selected Immediate Intervention/ Underperforming Schools Program (II/USP) and High Priority Schools Grant Program (HPSGP) schools as state-monitored. The SBE assigned a School Assistance and Intervention Team (SAIT) for all state-monitored schools and approved funding for SAIT activities and implementation of corrective actions. The schools to be recommended in 2006-07 will include any eligible II/USP schools and HPSGP schools that failed to make significant growth.

SUMMARY OF KEY ISSUES

Based upon the August 31, 2006, Academic Performance Index (API) Data Release, 58 schools are being recommended in November 2006 for state monitoring in 2006-07. Upon SBE approval of the recommended state-monitored schools, this item will allow the CDE to approve funding to support SAIT activities and implementation of corrective actions.

Table 1 lists federal and state funds identified for schools state-monitored in November 2006. They include: 22 Title I schools and 4 non-Title I schools in II/USP. The total proposed federal expenditure is $6,302,400. The total proposed state General Fund expenditure is $1,206,350.

Table 2 lists state General Funds proposed for 32 schools in HPSGP identified for state-monitoring in November 2006. The total proposed state General Fund expenditure is $7,855,800.

SUMMARY OF KEY ISSUES (Cont.)

The total proposed request is $6,302,400 in federal funds and $9,062,150 in state General Fund expenditures.

The 2006 schoolwide API results yielded a number of schools without valid API growth data. Since the alternative growth criteria will be applied to each of these schools, a last minute memorandum will be submitted containing any additional expenditure plans for schools recommended for state-monitoring.

FISCAL ANALYSIS (AS APPROPRIATE)

See Attachment 1 and 2 for the 2006-07 Expenditure Plans.

ATTACHMENT(S)

Attachment 1: Table 1: 2006-07 Expenditure Plan for II/USP State-Monitored Schools (1 Page)

Attachment 2: Table 1: 2006-07 Expenditure Plan for HPSGP State-Monitored Schools (1 Page)

Table 1
2006-07 Expenditure Plan for
Immediate Intervention/Underperforming Schools Program (II/USP)
State-Monitored Schools

Funding	Newly Identified Schools	School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
Federal Funds	**Cohort 1, 2, & 3**		
	Elementary 12	$ 75,000 x 12 = $ 900,000	8,375 students x $150 = $ 1,256,250
	Middle 4	$ 75,000 x 4 = $ 300,000	4,162 students x $150 = $ 624,300
	High 6	$100,000 x 6 = $ 600,000	17,479 students x $150 = $ 2,621,850
	Subtotal 22	**Subtotal $ 1,800,000**	**Subtotal $ 4,502,400**
		II/USP SAIT and Corrective Actions Federal Funds: $ 6,302,400	
General Funds	**Cohort 3**		
	Middle 2	$ 75,000 x 2 = $ 150,000	2,024 students x $150 = $ 303,600
	High 2	$100,000 x 2 = $ 200,000	3,685 students x $150 = $ 552,750
	Subtotal 4	**Subtotal $ 350,000**	**Subtotal $ 856,350**
		II/USP SAIT and Corrective Actions General Funds: $1,206,350	

Table 2
2006-07 Expenditure Plan for
High Priority Schools Grant Program (HPSGP)
State-Monitored Schools

Funding	Newly Identified Schools		School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
General Funds	**Cohort 1**			
	Elementary	20	$ 75,000 x 20 = $ 1,500,000	15,085 students x $150=$2,262,750
	Middle	6	$ 75,000 x 6 = $ 450,000	5,065 students x $150 = $759,750
	High	6	$100,000 x 6 = $ 600,000	15,222 students x $150=$2,283,300
	Subtotal	32	**Subtotal $ 2,550,000**	**Subtotal $ 5,305,800**
			HPSGP SAIT and Corrective Actions General Funds: $ 7,855,800	

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 31, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 28

SUBJECT: Immediate Intervention/Underperforming Schools Program and High Priority Schools Grant Program: School Assistance and Intervention Team (SAIT): Approval of Expenditure Plan to Support SAIT Activities and Corrective Actions in State-Monitored Schools

Based upon the September 22, 2006, Academic Performance Index (API) data release and application of Title V regulations, two additional High Priority Schools Grant Program (HPSGP) schools have been identified as in need of state monitoring. In addition, based on *Education Code* Section 52055.650(f) (Assembly Bill 1758/2006), two HPSGP schools are being withdrawn as recommended for state-monitoring in 2006-07.

Table 1 is the revised expenditure plan to add two HPSGP schools as state-monitored based on the September 22, 2006, API data release and remove two HPSGP schools as state-monitored based on the program exit criteria in *Education Code* Section 52055.650(f).

Attachment 3: Table 1: Revised 2006-07 Expenditure Plan for High Priority Schools Grant Program State-Monitored Schools (1 Page)

Table 1
Revised 2006-07 Expenditure Plan for
High Priority Schools Grant Program State-Monitored Schools

Funding	Newly Identified Schools		School Assistance and Intervention Team (SAIT) Work	Corrective Actions as a Result of SAIT Work
General Funds	**Cohort 1**			
	Elementary	19	$ 75,000 x 19 = $ 1,425,000	14,655 students x $150=$2,198,250
	Middle	7	$ 75,000 x 7 = $ 525,000	5,227 students x $150 = $784,050
	High	6	$100,000 x 6 = $ 600,000	14,495 students x $150=$2,174,250
	Subtotal	32	**Subtotal $ 2,550,000**	**Subtotal $ 5,156,550**
			SAIT and Corrective Actions General Funds: $ 7,706,550	

ITEM # 29

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
High Priority Schools Grant Program: Recommendations for Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) apply the standard procedure for reviewing High Priority Schools Grant Program (HPSGP) schools that fail to achieve growth targets to schools participating in the Comprehensive School Reform (CSR) Program that convert to the HPSGP.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the November 2004 meeting, the SBE adopted a procedure for staff to review the status of HPSGP schools that did not achieve their growth targets in each of their first two years of program implementation. The procedure directed the State Superintendent of Public Instruction (SSPI) to send a letter to each of the governing boards of those schools that failed to meet their growth targets specifying certain local action requirements.

SUMMARY OF KEY ISSUES

The federal Comprehensive School Reform Demonstration program (renamed CSR in 2002) was initiated in 1998 to improve the academic performance of low-performing schools by providing grants to implement research-based, school-site reform activities based upon comprehensive school plans. The 46 CSR schools included in this item are also Title I schools subject to accountability standards under the No Child Left Behind (NCLB) Act of 2001. Under NCLB, Title I schools failing to meet Adequate Yearly Progress (AYP) for two consecutive years were identified for Program Improvement, and could exit the program only if the school made AYP for two consecutive years.

Passage of Assembly Bill 2254 permitted CSR cohort 4 and 5 schools that were low enough on the 2005 Base Academic Performance Index (API) to be in the pool of schools eligible for HPSGP Cohort 2 that were allowed to convert to the HPSGP (*Education Code [EC]* Section 52055.600). Those schools that elected to convert were required to include their first two years of CSR funding as the beginning of their accountability timeline, thereby making 2005-06 their second year of HPSGP participation. Of the 92 eligible CSR schools, 70 elected to convert to HPSGP. Forty-six

SUMMARY OF KEY ISSUES (Cont.)

of the 70 converted schools failed to achieve their growth targets in 2004-05 and/or 2005-06 and are now subject to this 24-month review.

EC Section 52055.650(b) requires the SBE to review HPSGP schools that fail to achieve their growth targets in each of their first two years of implementation. The statute further specifies that the SSPI, with the approval of the SBE, may direct that the governing board of a school take appropriate action to provide corrective assistance to the school to achieve the components established in the school's action plan.

The SBE adopted a procedure for staff to review the status of HPSGP schools that uses API growth scores and directed the SSPI to send a letter to each of the governing boards of the schools that failed to meet their growth targets during each year of implementation: (1) directing the local governing board to hold a public hearing at a regularly scheduled meeting to ensure that members of the school community are aware of the lack of progress; (2) requiring that the schools complete an Academic Program Survey; and (3) directing the local governing board to work with the school and undertake corrective strategies as indicated by the results of the survey.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact.

ATTACHMENT(S)

Attachment 1: Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06. (2 Pages)

Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06

Count	CDS	County	District	School	Met 2005 Targets	Met 2006 Targets	Met Criteria
1	07617546003982	Contra Costa	Mt. Diablo Unified	Cambridge Elementary	No	Yes	No
2	10621666006118	Fresno	Fresno Unified	Burroughs Elementary	No	Yes	No
3	10621666006563	Fresno	Fresno Unified	Wilson Elementary	Yes	No	No
4	10623646007041	Fresno	Parlier Unified	Martinez (John C.) Elementary	No	No	No
5	19647331935865	Los Angeles	Los Angeles Unified	James Monroe High	No	Yes	No
6	19647331938307	Los Angeles	Los Angeles Unified	South Gate Senior High	No	Yes	No
7	19647336015721	Los Angeles	Los Angeles Unified	Alexandria Avenue Elementary	No	Yes	No
8	19647336016844	Los Angeles	Los Angeles Unified	Eastman Avenue Elementary	No	Yes	No
9	19647336017735	Los Angeles	Los Angeles Unified	Kittridge Street Elementary	Yes	No	No
10	19647336018170	Los Angeles	Los Angeles Unified	Miles Avenue Elementary	Yes	No	No
11	19647336018444	Los Angeles	Los Angeles Unified	O'Melveny Elementary	No	No	No
12	19647336061451	Los Angeles	Los Angeles Unified	Foshay Learning Center	No	No	No
13	19647336061501	Los Angeles	Los Angeles Unified	Joseph Le Conte Middle	No	No	No
14	19647336119044	Los Angeles	Los Angeles Unified	Multicultural Learning Center	No	Yes	No
15	19648576105613	Los Angeles	Palmdale Elementary	Cactus	Yes	No	No
16	19648576108633	Los Angeles	Palmdale Elementary	Summerwind Elementary	No	Yes	No
17	19648576118749	Los Angeles	Palmdale Elementary	Golden Poppy	Yes	No	No
18	19648736021380	Los Angeles	Paramount Unified	Captain Raymond Collins	Yes	No	No
19	30666706030233	Orange	Santa Ana Unified	Diamond Elementary	No	Yes	No
20	30666706030266	Orange	Santa Ana Unified	Fremont Elementary	No	Yes	No
21	30666706030332	Orange	Santa Ana Unified	Martin Elementary	No	Yes	No
22	33671736102560	Riverside	Palm Springs Unified	Julius Corsini Elementary	Yes	No	No
23	33672316032791	Riverside	Romoland Elementary	Romoland Elementary	No	Yes	No
24	35674706035034	San Benito	Hollister School District	R. O. Hardin Elementary	No	Yes	No
25	35674706104509	San Benito	Hollister School District	Calaveras Elementary	No	Yes	No
26	36678763631082	San Bernardino	San Bernardino City Unified	Arroyo Valley High	No	No	No
27	36678763635844	San Bernardino	San Bernardino City Unified	San Bernardino High	No	Yes	No
28	36678766036776	San Bernardino	San Bernardino City Unified	Barton Elementary	No	No	No
29	36678766036859	San Bernardino	San Bernardino City Unified	Davidson Elementary	No	No	No
30	36678766036883	San Bernardino	San Bernardino City Unified	Fairfax Elementary	No Data	No	No
31	36678766036917	San Bernardino	San Bernardino City Unified	Hunt Elementary	No	No	No
32	36678766037063	San Bernardino	San Bernardino City Unified	Highland Pacific Elementary	Yes	No	No
33	36678766059489	San Bernardino	San Bernardino City Unified	Del Vallejo Middle	Yes	No	No
34	36678766067078	San Bernardino	San Bernardino City Unified	Kimbark Elementary	Yes	No	No
35	36678766068191	San Bernardino	San Bernardino City Unified	Emmerton Elementary	Yes	No	No
36	39686766042543	San Joaquin	Stockton Unified	El Dorado Elementary	No Data	Yes	No

Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06

Count	CDS	County	District	School	Met 2005 Targets	Met 2006 Targets	Met Criteria
37	39686766042592	San Joaquin	Stockton Unified	Grant Elementary	No	No	No
38	39686766042667	San Joaquin	Stockton Unified	Kennedy Elementary	Yes	No	No
39	39686766042683	San Joaquin	Stockton Unified	Madison Elementary	No	No	No
40	39686766042774	San Joaquin	Stockton Unified	Taylor Skills Elementary	No Data	No	No
41	39686766059935	San Joaquin	Stockton Unified	Marshall Middle	No	No	No
42	39686766118871	San Joaquin	Stockton Unified	Dolores Huerta Elementary	Yes	No	No
43	43693936046692	Santa Clara	Campbell Union Elementary	Sherman Oaks Elementary	No	Yes	No
44	44697996049639	Santa Cruz	Pajaro Valley Unified	Amesti Elementary	Yes	No	No
45	44697996049803	Santa Cruz	Pajaro Valley Unified	T. S. MacQuiddy Elementary	Yes	No	No
46	44697996112841	Santa Cruz	Pajaro Valley Unified	Lakeview Middle	Yes	No	No

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 31, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 29

SUBJECT: High Priority Schools Grant Program: Recommendations for Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06

Due to late district action and data correction, two additional schools have converted to the High Priority Schools Grant Program from the Comprehensive School Reform program. There are now 72 schools that have converted; 48 of those schools are subject to the 24-month review. A revised list containing all the converted schools subject to the 24-month review is attached.

Attachment 2: Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06 (2 Pages)

Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06

Count	CDS	County	District	School	Met 2005 Targets	Met 2006 Targets	Met Criteria
1	07617546003982	Contra Costa	Mt. Diablo Unified	Cambridge Elementary	No	Yes	No
2	10621666006118	Fresno	Fresno Unified	Burroughs Elementary	No	Yes	No
3	10621666006563	Fresno	Fresno Unified	Wilson Elementary	Yes	No	No
4	10623646007041	Fresno	Parlier Unified	Martinez (John C.) Elementary	No	No	No
5	15634046009393	Kern	Delano Union Elementary	Terrace Elementary	Yes	No	No
6	19647331935865	Los Angeles	Los Angeles Unified	James Monroe High	No	Yes	No
7	19647331938307	Los Angeles	Los Angeles Unified	South Gate Senior High	No	Yes	No
8	19647336015721	Los Angeles	Los Angeles Unified	Alexandria Avenue Elementary	No	Yes	No
9	19647336016844	Los Angeles	Los Angeles Unified	Eastman Avenue Elementary	No	Yes	No
10	19647336017735	Los Angeles	Los Angeles Unified	Kittridge Street Elementary	Yes	No	No
11	19647336018170	Los Angeles	Los Angeles Unified	Miles Avenue Elementary	Yes	No	No
12	19647336018444	Los Angeles	Los Angeles Unified	O'Melveny Elementary	No	No	No
13	19647336061451	Los Angeles	Los Angeles Unified	Foshay Learning Center	No	No	No
14	19647336061501	Los Angeles	Los Angeles Unified	Joseph Le Conte Middle	No	No	No
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17	19648576108633	Los Angeles	Palmdale Elementary	Summerwind Elementary	No	Yes	No
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19	19648736021380	Los Angeles	Paramount Unified	Captain Raymond Collins	Yes	No	No
20	27661426026595	Monterey	Salinas City Elementary	Natividad Elementary	Yes	No	No
21	30666706030233	Orange	Santa Ana Unified	Diamond Elementary	No	Yes	No
22	30666706030266	Orange	Santa Ana Unified	Fremont Elementary	No	Yes	No
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29	36678763635844	San Bernardino	San Bernardino City Unified	San Bernardino High	No	Yes	No
30	36678766036776	San Bernardino	San Bernardino City Unified	Barton Elementary	No	No	No
31	36678766036859	San Bernardino	San Bernardino City Unified	Davidson Elementary	No	No	No
32	36678766036883	San Bernardino	San Bernardino City Unified	Fairfax Elementary	No Data	No	No
33	36678766036917	San Bernardino	San Bernardino City Unified	Hunt Elementary	No	No	No

Comprehensive School Reform Schools that Converted to the High Priority Schools Grant Program and did not Achieve Growth Targets in 2004-05 and 2005-06

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35	36678766059489	San Bernardino	San Bernardino City Unified	Del Vallejo Middle	Yes	No	No
36	36678766067078	San Bernardino	San Bernardino City Unified	Kimbark Elementary	Yes	No	No
37	36678766068191	San Bernardino	San Bernardino City Unified	Emmerton Elementary	Yes	No	No
38	39686766042543	San Joaquin	Stockton Unified	El Dorado Elementary	No Data	Yes	No
39	39686766042592	San Joaquin	Stockton Unified	Grant Elementary	No	No	No
40	39686766042667	San Joaquin	Stockton Unified	Kennedy Elementary	Yes	No	No
41	39686766042683	San Joaquin	Stockton Unified	Madison Elementary	No	No	No
42	39686766042774	San Joaquin	Stockton Unified	Taylor Skills Elementary	No Data	No	No
43	39686766059935	San Joaquin	Stockton Unified	Marshall Middle	No	No	No
44	39686766118871	San Joaquin	Stockton Unified	Dolores Huerta Elementary	Yes	No	No
45	43693936046692	Santa Clara	Campbell Union Elementary	Sherman Oaks Elementary	No	Yes	No
46	44697996049639	Santa Cruz	Pajaro Valley Unified	Amesti Elementary	Yes	No	No
47	44697996049803	Santa Cruz	Pajaro Valley Unified	T. S. MacQuiddy Elementary	Yes	No	No
48	44697996112841	Santa Cruz	Pajaro Valley Unified	Lakeview Middle	Yes	No	No

ITEM # 30

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Public Charter Schools Grant Program: Request to Approve the Recommended List of Charter Schools Grant Awardees	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the recommended list of charter schools grant awardees for the Public Charter Schools Grant Program (PCSGP), which will be provided as a last minute memorandum.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved California's application for funding under the federal Public Charter Schools Grant Program (PCSGP), which brought $81 million to California to fund the development and initial costs incurred by charter developers and operators to open new charter schools and to disseminate best practices developed in charter schools. In March 2005, the SBE awarded the first $31 million of these funds to 95 grantees. In November 2005, the SBE awarded $23 million of these funds to 69 grantees.

The SBE approved the Request for Applications (RFA) for PCSGP funds. The RFA incorporates and explains all procedures for the competitive award of these funds. The RFA for this current cycle of grant applications (the third grant cycle) is posted on the CDE Web site at http://www.cde.ca.gov/fg/fo/r1/pcsgp06rfa.asp.

SUMMARY OF KEY ISSUES

As noted above, this is the third grant cycle for PCSGP funds. Two hundred and five applications were submitted. Scoring was completed in mid-October. Each application was read by three charter school experts from across the nation and evaluations were made using a 4-point rubric that was published in the RFA. Preference was given to applicants who provided an alternative choice to students who reside in attendance areas served by schools that are currently in Program Improvement or the High Priority Schools Grant Program, or that have an Academic Performance Index statewide or similar schools ranking of 1 or 2.

FISCAL ANALYSIS (AS APPROPRIATE)

The fiscal impact of approving the recommended list of grant awardees is that the funds allocated to CDE by the federal PCSGP will be released to the successful applicants to start new charter schools and to disseminate best practices developed in charter schools. Five percent ($1,265,000) is retained by CDE to support staff who provide technical assistance and monitoring.

ATTACHMENT(S)

The recommended list of charter schools grant awardees will be provided as a last minute memorandum.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 3, 2006

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

FROM: William J. Ellerbee, Jr., Deputy Superintendent
School and District Operations Branch

RE: Item No. 30

Public Charter Schools Grant Program: Request to Fund the
Recommended List of Charter Schools Grant AwardeesAttached is a list of applications recommended for funding under the federal Public Charter Schools Grant Program (PCSGP), Federal Fiscal Year (FFY) 2006 allocation of $23,869.000.00. Three types of grants are available: *Start-Up, Implementation*, and *Dissemination*.

The proposed 67 grantees are listed in Attachment 1. There are 44 *Start-Up* grants to charter school developers, 21 *Implementation* grants to new charter schools that have been in operation less than two years, and two *Dissemination* grants to a high-quality charter school proposing to disseminate best practices developed at the school that have been validated to improve student achievement at the school. These grants total $23,693,578. Due to the quantity of applications received (205) and the number of high-scoring, quality applications, it is recommended that the *Start-Up* and *Implementation* grants be funded at 90 percent of the applicants' request to allow funding for six additional high-quality applications.

The California Department of Education (CDE) has requested an increase in PCSGP local assistance authority for a carryover of FFY 2005 funds in the amount of $8,851,510. These carryover funds are a result of the closure of unsuccessful grants and unused funds that were set aside for potential appeals of previous award decisions. (Four appeals were heard and one was granted.) Pending approval for expenditure authority by the Department of Finance and the legislature, the $8,851,510 will be available to fund an additional 20 grants (14 *Start-Up* grants and six *Implementation* grants) at the 90 percent level as well as any appeals. The additional schools are listed in Attachment 2.

The PCSGP is in the last year of its three-year grant award period and all funding not obligated this year will revert to the federal government. Should additional funds become available, we will send you the names of additional schools to fund at your January State Board of Education meeting.

Attachment 1: Public Charter School Grant Program, Grant Applications Recommended for Funding (November 2006 – Grant Cycle), Start-Up, Implementation, and Dissemination Grants (2 Pages)

Attachment 2: Public Charter School Grant Program, Grant Applications Recommended for Funding Contingent upon DOF Approval of Raising Expenditure Authority for Carryover (November 2006 – Grant Cycle) Start-up and Implementation grants (1 Page)

Attachment 1

	START-UP GRANTS	
County	**School**	**Amount**
Alameda	Oral Lee Brown Preparatory Academy	$404,820.00
Alameda	North Oakland Community Charter School	$270,000.00
Alameda	Oakland Health Science Academy	$404,483.00
Butte	Community Options and Resources in Education (C.O.R.E.) Charter School	$180,000.00
Imperial	Imperial County Charter School	$405,000.00
Los Angeles	Animo College Preparatory Charter High School #1	$405,000.00
Los Angeles	Animo College Preparatory Charter High School #2	$405,000.00
Los Angeles	Center for Advanced Learning	$405,000.00
Los Angeles	Children of Promise Prepatory Academy	$269,997.00
Los Angeles	Creare Charter High School	$405,000.00
Los Angeles	Crescendo Charter Preparatory Central	$405,000.00
Los Angeles	Crescendo Charter Preparatory South	$405,000.00
Los Angeles	Crescendo Charter Preparatory West	$405,000.00
Los Angeles	Full-Circle Learning Academy	$405,000.00
Los Angeles	Global Education Academy	$405,000.00
Los Angeles	Inner City Education Foundation High School #4	$405,000.00
Los Angeles	Ivy Academia Elementary #2	$405,000.00
Los Angeles	Ivy Academia High School	$405,000.00
Los Angeles	Milestones Charter School	$180,000.00
Los Angeles	Qued Charter School	$405,000.00
Los Angeles	Rhythms of the Village Charter High School	$405,000.00
Placer	Community Options and Resources in Education (C.O.R.E.) Academy	$180,000.00
Placer	Rocklin Academy #2	$405,000.00
Placer	Rocklin Collegiate Academy	$405,000.00
Riverside	Carden School	$405,000.00
Sacramento	Higher Learning Academy	$405,000.00
Sacramento	Phoenix Rising Charter Academy	$405,000.00
Sacramento	Tulip Technology School	$405,000.00
San Bernardino	Inland Leaders	$405,000.00
San Bernardino	Mirus Secondary School	$180,000.00
San Bernardino	Norton Space and Aeronautics Academy	$389,691.00
San Bernardino	Nova Meridian Academy	$405,000.00
San Diego	Arroyo Paseo High School	$404,698.00
San Diego	High Tech High Escondido	$405,000.00
San Diego	San Diego County Charter School	$405,000.00
San Francisco	SPUTNIK Academy	$405,000.00
Santa Barbara	American Secondary	$405,000.00
Santa Clara	Rocketship One Public School	$405,000.00
Santa Clara	South Bay Preparatory	$405,000.00
Santa Clara	Voices College-Bound Language Academy	$396,021.00
Shasta	Redding School of the Arts II (RSA)	$405,000.00
Shasta	Shasta Ranch Academy	$270,000.00
Shasta	Shasta Vocational Charter School	$270,000.00
Sonoma	Santa Rosa Arts Charter School	$405,000.00
	Total:	**$16,354,710.00**

Attachment 2

	IMPLEMENTATION GRANTS	
County	**School**	**Amount**
Alameda	American Indian Public High School	$360,000.00
Butte	Achieve Charter School	$359,752.00
Del Norte	Klamath River Early College of the Redwoods	$225,000.00
Fresno	Hume Lake Charter School	$225,000.00
Los Angeles	Academia Avance	$359,640.00
Los Angeles	Animo Downtown Charter High School	$360,000.00
Los Angeles	Charter Academy High School	$360,000.00
Los Angeles	Frederick Douglass Academy High School	$360,000.00
Los Angeles	Los Angeles Academy of Arts & Enterprise	$360,000.00
Los Angeles	Los Angeles International Charter High School	$360,000.00
Los Angeles	New Village Charter High School	$360,000.00
Los Angeles	Nuevo SOL (School of Leadership)	$360,000.00
Los Angeles	Our Community School	$360,000.00
Monterey	Monterey Bay Charter School	$360,000.00
Sacramento	Smythe Academy of Arts and Sciences	$135,000.00
San Diego	King/Chavez Preparatory Academy	$360,000.00
San Mateo	High Tech High Bayshore	$360,000.00
San Mateo	Stanford New School	$360,000.00
Santa Clara	Discovery Charter School	$359,482.00
Shasta	Chrysalis Charter School	$359,994.00
Tulare	Visalia Charter Independent Study	$135,000.00
	Total:	**$6,838,868.00**

Attachment 3

	DISSEMINATION GRANTS	
County	**School Name**	**Amount**
Marin	Marin Schools of Arts and Technology	$250,000.00
San Diego	Classical Academy	$250,000.00
	Total:	**$500,000.00**

Attachment 4

START-UP GRANTS: Recommended for Funding Pending Approval of Raising Expenditure Authority for Carryover Funds		
County	**School**	**Amount**
Alameda	New Community Learning Center	$404,460.00
Contra Costa	Antioch Charter Academy II	$405,000.00
Contra Costa	West County Community Charter School	$357,460.00
Los Angeles	Celerity Dyad Charter School	$405,000.00
Los Angeles	Ingenium charter Academy	$405,000.00
Los Angeles	Los Angles Hope Academy	$405,000.00
Los Angeles	PUC Charter School # 3	$405,000.00
Los Angeles	PUC Charter School # 4	$405,000.00
Riverside	Hemet Academy of Applied Academics and Technology	$405,000.00
San Mateo	Foster City High School	$405,000.00
Santa Barbara	Community Charter school of Santa Barbara	$405,000.00
Santa Clara	RAICES College Preparatory Charter School	$402,480.00
Solano	North Bay Leadership Academy	$405,000.00
Yolo	Clarksburg Charter School	$405,000.00
	Total:	**$5,619,400.00**

Attachment 5

IMPLEMENTATION GRANTS: Recommended for Funding Pending Approval of Raising Expenditure Authority for Carryover Funds		
County	**School**	**Amount**
Butte	Biggs Public Charter School	$360,000.00
Los Angeles	Celerity Nascent Charter School	$360,000.00
Los Angeles	Charter High School of the Arts	$360,000.00
Los Angeles	Triumph Charter Academy	$360,000.00
San Diego	Albert Einstein Academy Middle School	$360,000.00
San Diego	EJE Elementary Academy Charter School	$360,000.00
	Total:	**$2,160,000.00**

Grants Recommended for Funding Under Current Authorization

The following are the proposed 67 grantees recommended for funding under the federal Public Charter Schools Grant Program (PCSGP), Federal Fiscal Year (FFY) 2006 allocation of $23,869,000. The three types of grants include Start-Up grants, Implementation grants, and Dissemination grants.

Start-up grants are awarded to charter school developers. They contain a planning phase and an implementation phase. The purpose of Start-up grants is to plan, design, and implement high-quality charter schools that offer California school children increased opportunities to learn and master the academic state content standards.

	START-UP GRANTS	
County	**School**	**Amount**
Alameda	Oral Lee Brown Preparatory Academy	$404,820.00
Alameda	North Oakland Community Charter School	$270,000.00
Alameda	Oakland Health Science Academy	$404,483.00
Butte	Community Options and Resources in Education (C.O.R.E.) Charter School	$180,000.00
Imperial	Imperial County Charter School	$405,000.00
Los Angeles	Animo College Preparatory Charter High School #1	$405,000.00
Los Angeles	Animo College Preparatory Charter High School #2	$405,000.00
Los Angeles	Center for Advanced Learning	$405,000.00
Los Angeles	Children of Promise Prepatory Academy	$269,997.00
Los Angeles	Creare Charter High School	$405,000.00
Los Angeles	Crescendo Charter Preparatory Central	$405,000.00
Los Angeles	Crescendo Charter Preparatory South	$405,000.00
Los Angeles	Crescendo Charter Preparatory West	$405,000.00
Los Angeles	Full-Circle Learning Academy	$405,000.00
Los Angeles	Global Education Academy	$405,000.00
Los Angeles	Inner City Education Foundation High School #4	$405,000.00
Los Angeles	Ivy Academia Elementary #2	$405,000.00
Los Angeles	Ivy Academia High School	$405,000.00
Los Angeles	Milestones Charter School	$180,000.00
Los Angeles	Qued Charter School	$405,000.00
Los Angeles	Rhythms of the Village Charter High School	$405,000.00
Placer	Community Options and Resources in Education (C.O.R.E.) Academy	$180,000.00
Placer	Rocklin Academy #2	$405,000.00
Placer	Rocklin Collegiate Academy	$405,000.00
Riverside	Carden School	$405,000.00
Sacramento	Higher Learning Academy	$405,000.00
Sacramento	Phoenix Rising Charter Academy	$405,000.00
Sacramento	Tulip Technology School	$405,000.00
San Bernardino	Inland Leaders	$405,000.00
San Bernardino	Mirus Secondary School	$180,000.00
San Bernardino	Norton Space and Aeronautics Academy	$389,691.00
San Bernardino	Nova Meridian Academy	$405,000.00
San Diego	Arroyo Paseo High School	$404,698.00
San Diego	High Tech High Escondido	$405,000.00
San Diego	San Diego County Charter School	$405,000.00
San Francisco	SPUTNIK Academy	$405,000.00
Santa Barbara	American Secondary	$405,000.00
Santa Clara	Rocketship One Public School	$405,000.00

Santa Clara	South Bay Preparatory	$405,000.00
Santa Clara	Voices College-Bound Language Academy	$396,021.00
Shasta	Redding School of the Arts II (RSA)	$405,000.00
Shasta	Shasta Ranch Academy	$270,000.00
Shasta	Shasta Vocational Charter School	$270,000.00
Sonoma	Santa Rosa Arts Charter School	$405,000.00
	Total:	**$16,354,710.00**

An Implementation grant is awarded to a charter school that has been serving students less than two years and has an SBE number for an approved charter petition. The pupose of an Implementation grant is to cover some of the initial costs associated with starting a school.

	IMPLEMENTATION GRANTS	
County	**School**	**Amount**
Alameda	American Indian Public High School	$360,000.00
Butte	Achieve Charter School	$359,752.00
Del Norte	Klamath River Early College of the Redwoods	$225,000.00
Fresno	Hume Lake Charter School	$225,000.00
Los Angeles	Academia Avance	$359,640.00
Los Angeles	Animo Downtown Charter High School	$360,000.00
Los Angeles	Charter Academy High School	$360,000.00
Los Angeles	Frederick Douglass Academy High School	$360,000.00
Los Angeles	Los Angeles Academy of Arts & Enterprise	$360,000.00
Los Angeles	Los Angeles International Charter High School	$360,000.00
Los Angeles	New Village Charter High School	$360,000.00
Los Angeles	Nuevo SOL (School of Leadership)	$360,000.00
Los Angeles	Our Community School	$360,000.00
Monterey	Monterey Bay Charter School	$360,000.00
Sacramento	Smythe Academy of Arts and Sciences	$135,000.00
San Diego	King/Chavez Preparatory Academy	$360,000.00
San Mateo	High Tech High Bayshore	$360,000.00
San Mateo	Stanford New School	$360,000.00
Santa Clara	Discovery Charter School	$359,482.00
Shasta	Chrysalis Charter School	$359,994.00
Tulare	Visalia Charter Independent Study	$135,000.00
	Total:	**$6,838,868.00**

A Dissemination grant is a grant awarded to a high-quality charter school that has been in operation for at least three consecutive years, demonstrates overall success, has a high level of parent satisfaction, has improved student achievement, and whose project scope generates interest from potential beneficiaries outside of the grant recipient school. The purpose of a Dissemination grant is to promote education reform by disseminating information focused on the successful practices of the charter school with charter school developers, operators, and traditional public schools.

	DISSEMINATION GRANTS	
County	**School Name**	**Amount**
Marin	Marin School of Arts and Technology	$250,000.00
San Diego	Classical Academy	$250,000.00
	Total:	**$500,000.00**

Grants Recommended for Funding Pending Approval of Raising Expenditure Authority

The CDE has requested an increase in PCSGP local assistance authority for a carryover of FFY 2005 funds in the amount of $8,851,510. If the Department of Finance and legislature approve the request, the following grants will be funded.

START-UP GRANTS: Recommended for Funding Pending Approval of Raising Expenditure Authority for Carryover Funds		
County	**School**	**Amount**
Alameda	New Community Learning Center	$404,460.00
Contra Costa	Antioch Charter Academy II	$405,000.00
Contra Costa	West County Community Charter School	$357,460.00
Los Angeles	Celerity Dyad Charter School	$405,000.00
Los Angeles	Ingenium charter Academy	$405,000.00
Los Angeles	Los Angles Hope Academy	$405,000.00
Los Angeles	PUC Charter School # 3	$405,000.00
Los Angeles	PUC Charter School # 4	$405,000.00
Riverside	Hemet Academy of Applied Academics and Technology	$405,000.00
San Mateo	Foster City High School	$405,000.00
Santa Barbara	Community Charter school of Santa Barbara	$405,000.00
Santa Clara	RAICES College Preparatory Charter School	$402,480.00
Solano	North Bay Leadership Academy	$405,000.00
Yolo	Clarksburg Charter School	$405,000.00
	Total:	**$5,619,400.00**

IMPLEMENTATION GRANTS: Recommended for Funding Pending Approval of Raising Expenditure Authority for Carryover Funds		
County	**School**	**Amount**
Butte	Biggs Public Charter School	$360,000.00
Los Angeles	Celerity Nascent Charter School	$360,000.00
Los Angeles	Charter High School of the Arts	$360,000.00
Los Angeles	Triumph Charter Academy	$360,000.00
San Diego	Albert Einstein Academy Middle School	$360,000.00
San Diego	EJE Elementary Academy Charter School	$360,000.00
	Total:	**$2,160,000.00**

Attachment 1

	START-UP GRANTS	
County	**School**	**Amount**
Alameda	Oral Lee Brown Preparatory Academy	$404,820.00
Alameda	North Oakland Community Charter School	$270,000.00
Alameda	Oakland Health Science Academy	$404,483.00
Butte	Community Options and Resources in Education (C.O.R.E.) Charter School	$180,000.00
Imperial	Imperial County Charter School	$405,000.00
Los Angeles	Animo College Preparatory Charter High School #1	$405,000.00
Los Angeles	Animo College Preparatory Charter High School #2	$405,000.00
Los Angeles	Center for Advanced Learning	$405,000.00
Los Angeles	Children of Promise Prepatory Academy	$269,997.00
Los Angeles	Creare Charter High School	$405,000.00
Los Angeles	Crescendo Charter Preparatory Central	$405,000.00
Los Angeles	Crescendo Charter Preparatory South	$405,000.00
Los Angeles	Crescendo Charter Preparatory West	$405,000.00
Los Angeles	Full-Circle Learning Academy	$405,000.00
Los Angeles	Global Education Academy	$405,000.00
Los Angeles	Inner City Education Foundation High School #4	$405,000.00
Los Angeles	Ivy Academia Elementary #2	$405,000.00
Los Angeles	Ivy Academia High School	$405,000.00
Los Angeles	Milestones Charter School	$180,000.00
Los Angeles	Qued Charter School	$405,000.00
Los Angeles	Rhythms of the Village Charter High School	$405,000.00
Placer	Community Options and Resources in Education (C.O.R.E.) Academy	$180,000.00
Placer	Rocklin Academy #2	$405,000.00
Placer	Rocklin Collegiate Academy	$405,000.00
Riverside	Carden School	$405,000.00
Sacramento	Higher Learning Academy	$405,000.00
Sacramento	Phoenix Rising Charter Academy	$405,000.00
Sacramento	Tulip Technology School	$405,000.00
San Bernardino	Inland Leaders	$405,000.00
San Bernardino	Mirus Secondary School	$180,000.00
San Bernardino	Norton Space and Aeronautics Academy	$389,691.00
San Bernardino	Nova Meridian Academy	$405,000.00
San Diego	Arroyo Paseo High School	$404,698.00
San Diego	High Tech High Escondido	$405,000.00
San Diego	San Diego County Charter School	$405,000.00
San Francisco	SPUTNIK Academy	$405,000.00
Santa Barbara	American Secondary	$405,000.00
Santa Clara	Rocketship One Public School	$405,000.00
Santa Clara	South Bay Preparatory	$405,000.00
Santa Clara	Voices College-Bound Language Academy	$396,021.00
Shasta	Redding School of the Arts II (RSA)	$405,000.00
Shasta	Shasta Ranch Academy	$270,000.00
Shasta	Shasta Vocational Charter School	$270,000.00
Sonoma	Santa Rosa Arts Charter School	$405,000.00
	Total:	**$16,354,710.00**

Attachment 2

	IMPLEMENTATION GRANTS	
County	**School**	**Amount**
Alameda	American Indian Public High School	$360,000.00
Butte	Achieve Charter School	$359,752.00
Del Norte	Klamath River Early College of the Redwoods	$225,000.00
Fresno	Hume Lake Charter School	$225,000.00
Los Angeles	Academia Avance	$359,640.00
Los Angeles	Animo Downtown Charter High School	$360,000.00
Los Angeles	Charter Academy High School	$360,000.00
Los Angeles	Frederick Douglass Academy High School	$360,000.00
Los Angeles	Los Angeles Academy of Arts & Enterprise	$360,000.00
Los Angeles	Los Angeles International Charter High School	$360,000.00
Los Angeles	New Village Charter High School	$360,000.00
Los Angeles	Nuevo SOL (School of Leadership)	$360,000.00
Los Angeles	Our Community School	$360,000.00
Monterey	Monterey Bay Charter School	$360,000.00
Sacramento	Smythe Academy of Arts and Sciences	$135,000.00
San Diego	King/Chavez Preparatory Academy	$360,000.00
San Mateo	High Tech High Bayshore	$360,000.00
San Mateo	Stanford New School	$360,000.00
Santa Clara	Discovery Charter School	$359,482.00
Shasta	Chrysalis Charter School	$359,994.00
Tulare	Visalia Charter Independent Study	$135,000.00
	Total:	**$6,838,868.00**

Attachment 3

	DISSEMINATION GRANTS	
County	**School Name**	**Amount**
Marin	Marin Schools of Arts and Technology	$250,000.00
San Diego	Classical Academy	$250,000.00
	Total:	**$500,000.00**

Attachment 4

START-UP GRANTS: Recommended for Funding Pending Approval of Raising Expenditure Authority for Carryover Funds		
County	**School**	**Amount**
Alameda	New Community Learning Center	$404,460.00
Contra Costa	Antioch Charter Academy II	$405,000.00
Contra Costa	West County Community Charter School	$357,460.00
Los Angeles	Celerity Dyad Charter School	$405,000.00
Los Angeles	Ingenium charter Academy	$405,000.00
Los Angeles	Los Angles Hope Academy	$405,000.00
Los Angeles	PUC Charter School # 3	$405,000.00
Los Angeles	PUC Charter School # 4	$405,000.00
Riverside	Hemet Academy of Applied Academics and Technology	$405,000.00
San Mateo	Foster City High School	$405,000.00
Santa Barbara	Community Charter school of Santa Barbara	$405,000.00
Santa Clara	RAICES College Preparatory Charter School	$402,480.00
Solano	North Bay Leadership Academy	$405,000.00
Yolo	Clarksburg Charter School	$405,000.00
	Total:	**$5,619,400.00**

Attachment 5

IMPLEMENTATION GRANTS: Recommended for Funding Pending Approval of Raising Expenditure Authority for Carryover Funds		
County	**School**	**Amount**
Butte	Biggs Public Charter School	$360,000.00
Los Angeles	Celerity Nascent Charter School	$360,000.00
Los Angeles	Charter High School of the Arts	$360,000.00
Los Angeles	Triumph Charter Academy	$360,000.00
San Diego	Albert Einstein Academy Middle School	$360,000.00
San Diego	EJE Elementary Academy Charter School	$360,000.00
	Total:	**$2,160,000.00**

Grants Recommended for Funding Under Current Authorization

The following are the proposed 67 grantees recommended for funding under the federal Public Charter Schools Grant Program (PCSGP), Federal Fiscal Year (FFY) 2006 allocation of $23,869,000. The three types of grants include Start-Up grants, Implementation grants, and Dissemination grants.

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Imperial	Imperial County Charter School	$405,000.00
Los Angeles	Animo College Preparatory Charter High School #1	$405,000.00
Los Angeles	Animo College Preparatory Charter High School #2	$405,000.00
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Los Angeles	Children of Promise Prepatory Academy	$269,997.00
Los Angeles	Creare Charter High School	$405,000.00
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Los Angeles	Crescendo Charter Preparatory South	$405,000.00
Los Angeles	Crescendo Charter Preparatory West	$405,000.00
Los Angeles	Full-Circle Learning Academy	$405,000.00
Los Angeles	Global Education Academy	$405,000.00
Los Angeles	Inner City Education Foundation High School #4	$405,000.00
Los Angeles	Ivy Academia Elementary #2	$405,000.00
Los Angeles	Ivy Academia High School	$405,000.00
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	Total:	**$500,000.00**

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San Diego	Albert Einstein Academy Middle School	$360,000.00
San Diego	EJE Elementary Academy Charter School	$360,000.00
	Total:	**$2,160,000.00**

ITEM # 31

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Legislative update, including, but not limited to information on legislation from the 2005-06 session.	☒ 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 September 2006 legislative update provided to the SBE included a summary and status of legislative measures from 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.

September 30, 2006, was the last day for the Governor to sign or veto bills from the 2005-2006 legislative session. The 2007-2008 legislative session will convene on December 4, 2006.

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 (7 pages).

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 2115 (Goldberg)
This bill contains the recommendations of the Assembly Education Committee workgroup on Standards, Accountability, and Instruction for which there was bi-partisan agreement. These include: The establishment of a Career Technical Education Coordinating Council to identify state and federal career education programs in kindergarten and grades 1-12 schools and to recommend to the Governor and the Legislature ways to coordinate programs and funding streams in order to enhance the effectiveness and economy of those programs. It requires the council to identify barriers to the articulation of K-12 programs with the programs of various state institutions of higher education, and to link K-12 programs with community college certificate and degree programs. It requires the council to make recommendations regarding the credential requirements and instruction for various CTE programs. **This measure was vetoed by the Governor on 9/29/06.**

AB 2117 (Coto)
This bill contains the recommendations of the Assembly Education Committee workgroup on English Language Learners (ELLs). This bill requires the California Department of Education to administer a three-year competitive grant pilot project, beginning on September 1, 2007, with the goal of identifying existing best practices regarding curriculum, instruction, and staff development for ELL instruction. **This measure was signed by the Governor on 9/28/06.**

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)
A prior version of this bill dealt with term limits of members of the Curriculum Development and Supplemental Materials Commission. The bill, as amended August 28, 2006, makes revisions to the method for funding under the School Facilities Emergency Repair Program that was enacted as part of the settlement in *Williams v. California* so that funds may be granted in advance rather than through reimbursement. This bill also makes changes to the procedures related to the county superintendents' annual review of schools. **This measure was signed by the Governor on 9/29/06.**

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. **This measure was signed by the Governor on 9/30/06.**

SB 696 (Escutia)
This bill, as amended on June 22, 2006, would authorize a school district to expend for kindergarten and grades 1 to 8, inclusive, not more than 30% of the district's allowance to purchase standards-aligned instructional materials selected by the school district, upon compliance with certain requirements. **This measure was vetoed by the Governor on 9/30/06.**

SB 1769 (Escutia)
This bill would require the 2008 Reading/Language Arts/English Language Development Curriculum Frameworks and Criteria adopted by the State Board on April 17, 2006, to include the accelerated English program, as defined, established under the bill. This bill also would provide an appropriation to the California Department of Education for support of the State Board. This bill has been double-joined to AB 2722 (Cancimilla) regarding use and adoption of instructional materials. **This measure was vetoed by the Governor on 9/29/06.**

Governor's Veto Message
I am returning Senate Bill 1769 without my signature.

We share a common goal on ensuring that California's students who have limited or no proficiency in English become fully proficient as quickly as possible. However, of equal importance is ensuring that all of our students possess the fundamental skills of reading, writing, and speaking appropriate to their grade levels, as defined by California's rigorous academic content standards.

I cannot endorse any effort which may lead to the creation of separate curricula and textbooks that will isolate these students within our public schools. This sort of segregated learning is not only detrimental to the language learning process it would have a divisive impact on our children, classrooms, schools, teachers and our larger society. It undermines the very principle of inclusiveness that inspires so many entrepreneurial and hard-working immigrants to pursue the American dream.

I am still committed to working with the Legislature to restore funding for the State Board of Education. Unfortunately, the Legislature's choice to eliminate the board's funding accomplished nothing. In spite of that, my Administration has taken action to ensure that State Board operations will continue uninterrupted, so that it can continue to fulfill its Constitutional obligations. It is my hope that the Legislature will approve a bill next session that restores the State Board of Education funding without attempting to leverage those funds to advance a policy agenda.

For these reasons, I am unable to sign this bill.

Sincerely,
Arnold Schwarzenegger

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, as a pilot program and until January 1, 2016, would require the California Department of Education to authorize 12 schools to purchase and use electronic format instructional materials with state funding allocated for instructional materials. The bill also would require the CDE, by December 31, 2011, to evaluate the effectiveness of the pilot program and report on the results of the evaluation to the appropriate committees of the Legislature and the Governor. **This measure was signed by the Governor on 9/29/06.**

4. Support professional development for teachers on the adopted instructional materials that are used in the classroom.

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, and also establishes professional development training for teachers of English learners. This bill is sponsored by the Superintendent of Public Instruction. **This measure was signed by the Governor on 9/28/06.**

SB 1142 (Alquist)
This bill, formerly SB 1190 (Alquist), 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 measure was vetoed by the Governor on 9/30/06.**

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 pursuant to regulations approved by the State Board. This bill is sponsored by the Superintendent of Public Instruction. **This measure was vetoed by the Governor on 9/29/06.**

5. Maintain the assessment and accountability system (including STAR, EAP, CAHSEE, and CELDT).

SB 267 (Romero)
This bill would extend the exemption provided by SB 517 (Chapter 3, Statutes of 2006) on the California High School Exit Exam to students with disabilities in the Class of 2007. **This measure was signed by the Governor on 9/29/06.**

AB 2937 (Pavley)
Requires the California Department of Education (CDE) to conduct a study to determine which of the California Standards Tests (CSTs), or which combination of those tests, is equivalent to the English language arts and mathematics portion of the California High School Exit Examination(CAHSEE). This bill also requires CDE to determine the performance level on the test or tests that is equivalent to a passing score on the pertinent portion of the CAHSEE, and to report its findings to the Legislature as to whether any of these tests is equivalent to the CAHSEE and whether a student who achieves an equivalent passing score on the identified CST should be deemed to have passed that portion of the CAHSEE. **This measure was vetoed by the Governor on 9/20/06.**

AB 2975 (Hancock)
This bill makes Legislative declarations that action is needed to align the state and federal assessment and accountability programs and would require the SBE to change the definition of "proficient" for purposes of adequate yearly progress (AYP) for the federal No Child Left Behind Act of 2001 (NCLB) to be set at the level needed to pass the California High School Exit Examination. This bill also would require that, by March 31, 2007, the SBE shall report to the education and budget committees of the Legislature on its plan for implementing these changes. At the May 2006 meeting, the SBE voted to oppose this bill. **This measure was vetoed by the Governor on 9/20/06.**

SB 1592 (Romero)
This bill requires the Superintendent of Public Instruction to report to the Legislature and the Governor by June 30, 2007, the number and percentage of pupils who failed to receive a high school diploma in 2006 because they failed part or all of the California High School Exit Examination (CAHSEE). Specifically, this bill requires the report to be aggregated according to ethnicity, English learner status, and any of there information deemed necessary to understanding the meaning and consequences of failure to pass. **This bill was signed by the Governor on 9/29/06.**

SB 1580 (Ducheny)
This bill, commencing in fiscal year 2007-08, exempts a student identified as English Language Learner (ELL) for three years from taking the STAR program achievement tests and instead requires an ELL who either is literate in his/her primary language or receives instruction in his/her primary language to take an achievement test in his/her primary language. Authorizes a school district to administer an achievement test in the pupil's primary language for an additional two years, if the district finds that it is likely that a primary language test would yield an assessment that is more accurate and reliable. In addition, SB 1580 requires the results of the primary language tests be used to determine adequate yearly progress per the NCLB Act and for purposes of the Academic Performance Index. **This measure was vetoed by the Governor on 9/30/06.**

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.

AB 1857 (Garcia)
This bill modifies the requirements for teaching assessments for individuals choosing the early completion option of an intern program by deleting specified content areas for the single subject written pedagogy examination and establishes training requirements for single subject credential interns in early completion intern programs relating to preservice and preparation to teach English learners. **This measure was vetoed by the Governor on 9/29/06.**

SB 1209 (Scott)
This bill streamlines duplicate preliminary credential requirements for new teachers who have completed state-adopted credentialing requirements in another state, consolidates testing requirements for teacher credential candidates, provides incentives to strengthen the preparation of teacher interns and encourages experienced teachers to teach and mentor new teachers in high priority schools, among other revisions of teacher credentialing law. **This bill was signed by the Governor on 9/28/06.**

7. Strengthen coordination between K-12 and higher education.

SB 1563 (Escutia)
This bill establishes, for five years, the Community College Early Assessment Pilot Program under the oversight of the California Community Colleges (CCC) Board of Governors, in coordination with the State Board of Education, to provide grade 11 pupils with guidance on readiness for transfer-level English and mathematics coursework. Specifically, this bill allows for the CST exam to be used for diagnostic advice for prospective CCC students, requiring use of the CST as augmented by the California State University, and allowing modification of scoring to measure "degree-applicable" standards of the CCC. **This measure was vetoed by the Governor on 9/30/06.**

Other Bills of Interest to the State Board

AB 172 (Chan)
This bill appropriates $50 million identified in the current year Budget Act and $5 million of unexpended funds from the 2005-2006 Budget Act to be appropriated for preschool programs. $45 million to reimburse programs at the same rate currently used for state preschool that are located in the attendance area of elementary schools in deciles 1-3, serve children who would attend kindergarten in the subsequent academic year and fill no more than 20 percent of contracted slots with children in families above the current income eligibility threshold, and do so only if the number of slots exceed the number of eligible children. $5 million, at a rate of $2,500 to each classroom per school year for compensation and support costs for program coordinators, for staff development, in

family literacy services, and for instructional materials, including consumables. **This measure was signed by the Governor on 9/07/06.**

AB 2254 (~~Umberg~~ *Goldberg*)
This bill, sponsored by the Superintendent of Public Instruction, consolidates language and clarifies program requirements and timelines for interventions and sanctions for schools in the High Priority Schools Grant Program. **This measure was signed by the Governor on 9/29/06.**

SB 1510 (Alquist)
This bill, sponsored by the Superintendent of Public Instruction, removes several reporting requirements from the School Accountability Report Card (SARC) that are duplicative or outdated in an effort to make the SARC a more readable and useful tool for parents. **This measure was vetoed by the Governor on 9/29/06.**

AB 2448 (Hancock)
This bill refocuses the ROC/P mission and provides Career Technical Education (CTE) to secondary students while limiting the number of adults served in the ROC/P delivery system. The bill also allows shifting of adult ADA to secondary ADA over a six year time period giving ROC/Ps sufficient time to meet the new limitation on adult students and provides for sequencing of courses. **This measure was signed by the Governor on 9/28/06.**

SB 1133 (Torlakson)
This bill establishes the Quality Education Investment Act (QEIA) for purposes of implementing the terms of the *State Superintendent of Public Instruction and CTA, et al v. Schwarzenegger, et al. settlement* and discharges the outstanding Proposition 98 maintenance factor balance ($2.9 billion) resulting from the suspension of the Proposition 98 minimum funding guarantee for the 2004-05 and 2005-06 fiscal years.

- Provides fiscal support to the lowest performing schools (between $500 to $1000 per pupil for seven years).
- An estimated 500 to 600 schools from deciles 1 and 2 from the 2005 Base API will be able to benefit from the resources provided over the next seven years.
- Program components include class-size reduction, improved high school student-to-counselor ratios, experienced teacher distribution, and teacher and administrator professional development.
- Accountability provisions build on the existing High Priority Schools Grant Program in improving academic achievement.

This measure was signed by the Governor on 9/29/06.

AB 1381 (Nunez)
This bill establishes the Gloria Romero Educational Reform Act of 2006. Specifically, AB 1381 revises the governance and operation of the Los Angeles Unified School District (LAUSD) in three major areas: 1) broadens the LAUSD Superintendent's authority; 2) limits the authority and responsibilities of the LAUSD governing board; and 3) establishes a council of mayors with specified roles and responsibilities. This measure

also establishes the Los Angeles Mayor's Community Partnership for School Excellence to administer a demonstration project to improve pupil performance among the lowest performing schools. This bill authorizes each school site, with the participation of its principal, its classroom teachers, and parents of its pupils, to develop a plan for implementing curriculum that meets the individual needs of its pupils. Additionally, this bill contains a provision allowing a waiver on all or parts of the Education Code or regulation approved by the State Board, submitted by the LAUSD Superintendent, to be deemed approved for two years if the State Board does not approve or deny that waiver by the completion of the second regular meeting of the State Board or within 60 days of receiving that request. **This measure was signed by the Governor on 9/18/06.**

SB 1655 (Scott)
This bill prohibits the voluntary transfer of a teacher to a school ranked in deciles 1 through 3 on the Academic Performance Index if the principal of the receiving school refuses to accept the transfer and prohibits a school district from giving priority to a teacher who requests to be transferred over other qualified applicants, as specified. **This measure was signed by the Governor on 9/28/06.**

AB 1801 (Laird)
This is the Budget Act of 2006.

AB 1811 (Laird)
Companion to the Budget Act.

AB 1802 (Laird)
Education Trailer Bill.

AB 1808 (Laird)
Child Care and Foster Youth Services Trailer Bill.

SB 1131 (Committee on Budget and Fiscal Review)
This bill corrects technical errors and makes clarifying changes to the Education Trailer Bill (AB 1802).

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Proposed Formation of Two Unified School Districts from the Grant Joint Union High School District in Sacramento County	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) deny the proposed formation of two unified school districts from the Grant Joint Union High School District (JUHSD) and its component elementary school districts in Sacramento County.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In February 1992, the SBE approved a similar petition to reorganize Grant JUHSD into two unified school districts. To address concerns that the reorganization would promote segregation (one proposed unified district had a significantly greater percentage of minority students), the SBE added a provision to the unification proposal requiring the two new unified school districts to allow students from either district to attend any former Grant JUHSD school. The ability of the SBE to include such a provision was challenged in superior court, and the court ruled that the SBE exceeded its authority in adding this open enrollment provision to the unification proposal. The SBE subsequently approved the unification proposal without the open enrollment provision. This action also was challenged in superior court, with the court determining that the unification promoted segregation and that the SBE action to approve was “arbitrary and capricious.” The court’s determination was upheld on appeal.

SUMMARY OF KEY ISSUES

Del Paso Heights School District (SD), Elverta Joint Elementary SD, North Sacramento SD, Rio Linda Union SD, and Robla SD currently are component districts within the Grant JUHSD. Two petitions signed by voters within the districts were submitted to the Sacramento County Committee on School District Organization (SCC). One petition proposed the formation of a North Unified School District (USD) comprised of Elverta Joint Elementary SD, Rio Linda Union SD, and Robla SD. The second petition proposed a South USD comprised of Del Paso Heights SD and North Sacramento SD.

In December 2003, the SCC recommended that the SBE approve the unifications. However, due to alleged irregularities in the signature collection process for the

aforementioned petitions, validity of the petitions was challenged in court by the Grant JUHSD. A resulting court stipulation required the SCC to rescind and annul its recommendation that the SBE approve the proposed unifications.

In January 2004, the SCC, pursuant to *Education Code* (*EC*) Section 35720.5, adopted its own tentative recommendation for the creation of a North USD and a South USD from Grant JUHSD. The SCC tentative recommendation incorporated the stated purposes of both of the initial voter petitions. The SCC held public hearings prior to making a final recommendation to the SBE that the proposal for the creation of two new unified school districts from Grant JUHSD be approved.

The CDE finds that two of the nine conditions in *EC* 35753(a) are not substantially met—promotion of racial/ethnic segregation and negative effects on educational programs. The CDE has determined that this proposal would create two new districts with significantly different racial/ethnic compositions and would limit options for integration of students. The CDE also finds that the unifications would bring significant threats to the educational performance of schools in the South USD. Students with lower test scores, EL students, and lower income students would be significantly concentrated in the South USD. The concentrations of these students in the district would increase per student educational program costs (since such students typically require increased levels of services).

For the above reasons, the CDE recommends that the SBE disapprove the proposal to create two unified school districts from the Grant JUHSD and its component elementary school districts. The CDE's analysis is provided as Attachment 1. A proposed resolution disapproving the petition is provided as Attachment 2 for the SBE's consideration.

FISCAL ANALYSIS (AS APPROPRIATE)

Based on 2005-06 data from the Sacramento County Office of Education and the CDE, the blended revenue limit for the North USD, including enhancements due to salary and benefit differentials, is estimated to be $5,619.50 per average daily attendance (ADA). The blended revenue limit for the South USD, including enhancements due to salary and benefit differentials, is estimated to be $5,761.36 per ADA. The blended, or weighted average, revenue limit per ADA is revenue neutral and does not result in an increase in state costs. It is only the adjustment for salary and benefit differentials (approximately $8.4 million for both the proposed North and South districts) that yields new revenues. The revenue limit computation is included as Attachment 6. Increases in Proposition 98 revenue limit funding due to reorganization are not considered as increased costs to the state since these funding increases are provided for in statute and are capped.

No other effects to state costs due to the reorganization have been identified.

ATTACHMENT(S)

Attachment 1: Report of Required Conditions for Reorganization (26 Pages).

Attachment 2: Proposed Resolution (1 Page).

Attachment 3: Final Recommendation of the Sacramento County Committee on School District Organization, January 20, 2004 (9 Pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Attachment 4: *North-area districts try cooperation*, Sacramento Bee, February 13, 2006 (3 Pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Attachment 5: Ethnic and Racial Report on Formation of North and South Unified School Districts, Memorandum from Sharon Felix-Rochon, Director, Office of Equal Opportunity, to Caryn Moore, Administrator, Financial Accountability and Information Services, August 31, 2006 (13 Pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Attachment 6: Fiscal Analysis of the Grant Union High School District Unification Proposal, Memorandum from Peter Foggiato, Fiscal Services Consultant, Financial Accountability and Information Services, to Larry Shirey, Field Representative, Financial Accountability and Information Services, August 3, 2006 (28 Pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Attachment 7: *Demographic Analysis of the Proposed Reorganization of Grant Joint Union High School District*, Lapkoff and Gobalet Demographic Research, Inc., May 31, 2005 (14 Pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

Attachment 8: Review of Proposed Grant Joint Union High School District Reorganization, Memorandum from Michael O'Neil, Consultant, School Facilities Planning Division, to Larry Shirey, Field Representative, Financial Accountability and Information Services, February 9, 2005 (7 Pages). (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

PROPOSED FORMATION OF TWO UNIFIED SCHOOL DISTRICTS FROM THE GRANT JOINT UNION HIGH SCHOOL DISTRICT IN SACRAMENTO COUNTY

REPORT OF REQUIRED CONDITIONS FOR REORGANIZATION

1.0 RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt the resolution in Attachment 2, which would disapprove the proposal to form two unified school districts from the Grant Joint Union High School District (JUHSD) and its component elementary school districts in Sacramento County.

2.0 BACKGROUND ON CURRENT PROPOSAL

Del Paso Heights School District (SD), Elverta Joint Elementary SD, North Sacramento SD, Rio Linda Union SD, and Robla SD currently are component districts within the Grant JUHSD. Two petitions signed by voters within the districts were submitted to the Sacramento County Committee on School District Organization (SCC). One petition proposed the formation of North Unified School District (USD) comprised of Elverta Joint Elementary SD, Rio Linda Union SD, and Robla SD. The second petition proposed a South USD comprised of Del Paso Heights SD and North Sacramento SD.

The Sacramento County Superintendent of Schools (County Superintendent) found both petitions sufficient pursuant to California *Education Code* Section (*EC*) 35704 and, in December 2003, the SCC recommended that the SBE approve the unifications. Due to alleged irregularities in the signature collection process for the aforementioned petitions, validity of the petitions was challenged in court by the Grant JUHSD. A resulting court stipulation required: (1) the County Superintendent to issue a determination that the petitions were not sufficient; and (2) the SCC to rescind and annul its recommendation that the SBE approve the proposed unifications. The County Superintendent and the SCC complied with the court stipulation, thus eliminating the voter petitions from any future action.

However, in January 2004, the SCC, pursuant to *EC* 35720.5, adopted its own tentative recommendation for the creation of a North USD and a South USD from the Grant JUHSD. The SCC's tentative recommendation consolidated the

content of the initial voter petitions, thus allowing the goals of these petitions to move forward within the context of an SCC action.

The SCC held two public hearings prior to approval of a final recommendation for creation of two new unified school districts. The SCC also considered information and data presented by the Sacramento County Office of Education (SCOE), School Services of California, Inc., and Sage Institute, Inc., on behalf of component districts supporting the unifications, and the Grant JUHSD prior to determining if the proposal substantially met the required conditions in *EC* 35753(a). The SCC found that all nine conditions in *EC* 35753(a) were substantially met and, on a six-to-one (6-1) vote, adopted the final recommendation (Attachment 3) that the SBE approve the formation of two new unified school districts from the current Grant JUHSD.

3.0 SUBSEQUENT UNIFICATION PROPOSALS

Subsequent to the submission of the current proposal to form two new unified school districts from Grant JUHSD, Grant JUHSD and Del Paso Heights SD jointly submitted a proposal to the SCC requesting creation of single unified school district from those two districts. The proposal contained a provision that the remaining component districts would be excluded from the unification process pursuant to *EC* 35542(b). This plan was opposed by the elementary component districts supporting the current proposal to create two unified school districts from Grant JUHSD. On June 28, 2005, the SCC voted to recommend disapproval of the proposal to form a single unified school district and submitted this recommendation to the SBE and the California Department of Education (CDE).

More recently, Grant JUHSD and its component districts began a cooperative effort to consider a reorganization plan acceptable to all affected districts (Attachment 4). The result of this cooperative effort is a third unification proposal that would create a single unified school district from Grant JUHSD, Del Paso Heights SD, North Sacramento SD, and Rio Linda Union SD. The proposal contains a provision that the Elverta Joint Elementary and Robla school districts would be excluded from the unification process pursuant to *EC* 35542(b). This proposal currently is being considered by the SCC.

The CDE will present both of the above proposals to the SBE at a later date.

4.0 PREVIOUS SIMILAR EFFORT TO REORGANIZE GRANT JUHSD

In February 1992, the SBE heard another petition to reorganize Grant JUHSD into two unified school districts. Although similar to the current unification proposal, the 1992 proposal differed in two major respects:

- The Robla SD was to be part of a proposed South USD in the 1992 proposal. The current proposal places Robla SD in a proposed North USD.

- *EC* 35542(b), which gives the SBE authority to exclude component districts from unification, was enacted into law in 1995—therefore, it was not operational for the 1992 unification proposal. Instead, special legislation (Chapter 24, Statutes of 1992) allowed Elverta Joint Elementary SD to be excluded from the 1992 unification.

To address concerns that the reorganization would promote segregation (one proposed unified district had a significantly greater percentage of minority students), the SBE added a provision to the unification proposal requiring the two new unified school districts to allow students from either district to attend any former Grant JUHSD school. The ability of the SBE to include such a provision was challenged in superior court, and the court ruled that the SBE exceeded its authority in adding this open enrollment provision to the unification proposal. The SBE subsequently approved the unification proposal without the open enrollment provision. This action also faced legal challenge, with the court determining that the unification promoted segregation and that the SBE action to approve was "arbitrary and capricious." The court's determination was upheld on appeal.

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*,* Section *(5 CCR)*,18573.

The CDE findings and conclusions regarding *EC* 35753 and 5 *CCR 18*573 conditions follow:

5.1 The new districts will be adequate in terms of number of pupils enrolled.

Standard of Review

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* 18573(a)(1)(A)]

County Committee Evaluation/Vote

Study session information prepared by the SCOE for the SCC noted that a North USD would have an enrollment of 20,539 kindergarten through twelfth grade students, while a South USD would have 12,055 kindergarten through twelfth grade students. These enrollment figures were based on the California Basic Educational Data System (CBEDS) for the 2003-04 school year.

The SCC unanimously (7-0) found that the proposal substantially meets the adequate enrollment condition.

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 2005-06 CBEDS enrollment for all six current districts, as well as the combined enrollment for the two proposed unified school districts.

Current Enrollment in Affected Districts

District	2005-06 CBEDS Enrollment
Grant JUHSD	13,965
Del Paso Heights SD	1,865
Elverta Joint SD	315
North Sacramento SD	4,862
Rio Linda SD	10,586
Robla SD	2,074
Proposed North Unified SD (North portion of Grant JUHSD, Elverta Joint SD, Rio Linda SD, Robla SD)	21,479
Proposed South Unified SD (South portion of Grant JUHSD, Del Paso Heights SD, North Sacramento SD)	12,188

Total enrollment in the proposed unified school district exceeds the required 1,501. Although overall elementary school district enrollment within Grant JUHSD has declined over the past few years, there is no concern that enrollment in either proposed district will fall below 1,501.

The CDE concludes that this condition has been substantially met.

5.2 The districts are each organized on the basis of a substantial community identity.

Standard of Review

The following criteria from 5 *CCR* 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 SCC considered information prepared by the SCOE regarding community identity of the proposed school districts, including:

- Historical perspectives on the establishment and changes of the school districts and communities.
- The two proposed unified districts are divided by Interstate 80.
- The North USD area has a more agricultural economic base compared to the urban retail setting of the South USD area.
- There has been considerable recent residential development in the North USD due to comparatively large areas of undeveloped land, while the South USD has many established older neighborhoods with new residential growth limited to in-fill and redevelopment.
- The *North Highlands News* and the *Rio Linda News* are local community newspapers providing services to the communities of Elverta and Rio Linda in the North USD, while the North Sacramento Union provides local newspaper coverage for the residents of North Sacramento and Del Paso Heights communities in the South USD.
- The American River Community College provides post-secondary education to all eligible residents of north Sacramento County, including those in the affected school districts.

The SCC unanimously (7-0) found that the proposal substantially meets the community identity condition.

Findings/Conclusion

Each of the two new unified school districts would correspond to boundaries of existing elementary school districts within Grant JUHSD. Therefore, a distinct educational community already exists within the proposed unified school districts. Currently, the separate districts within each of the proposed new districts provide educational services to various grade levels. Consolidation of districts into an entity providing educational services across all grade levels should increase the community identity of the areas. Additionally, these communities, although geographically in close proximity, each have some unique features (as addressed in the SCC review) that would contribute to a sense of community identity for the proposed new unified school districts.

The CDE 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 educational community identity. The CDE 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 CDE reviews proposals for compliance with the provisions of *EC* 35560 and 35564 and determines which of the criteria authorized in *EC* 35736 shall be applied. 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* 18573(a)(3)]

County Committee Evaluation/Vote

The SCOE provided the SCC information regarding the facilities of current school districts that would be part of each new unified school district. The SCC also had copies of reports prepared by School Services of California Inc., and Sage Institute, Inc., which indicate:

- Each new unified district would take possession of any real property located within its boundaries. Since current Grant JUHSD administrative facilities are located only within the proposed South USD, compensation for the lack of administrative facilities in the proposed North USD could be negotiable.

- Debt and other obligations of Grant JUHSD would be divided proportionally between the two new unified school districts. Grant JUHSD debt includes general obligation bonds ($74 million approved in 2002) and Certificates of Participation (over $16 million issued in fiscal year 2001-02 and almost $12 million issued in fiscal year 2002-03).

- Division of Grant JUHSD district-wide property (including administrative facilities) would be subject to negotiation.

- Fund balance reserves of Grant JUHSD would be subject to proportional division between the two new unified school districts.

- Grant JUHSD student body funds would be transferred to the new unified school districts based upon the percentage of current Grant JUHSD students from each school attending schools in the new districts.

- The new unified school districts would be responsible for proportionate shares of current Grant JUHSD post-retirement employee benefits.

The reports by School Services of California Inc., and Sage Institute, Inc., note that the current proposal substantially meets the condition of an equitable division of property. The SCC unanimously (7-0) found that the proposal substantially meets this condition.

Findings/Conclusion

The CDE recommends that property division be governed by applicable provisions of the *Education Code*. Discussion of those provisions follows:

a. Property, Funds, and Obligations

   Pursuant to *EC* 35560, the real property and personal property and fixtures normally situated thereat shall be the property of the district in which the real property is located. Therefore, each proposed unified district would own all Grant JUHSD fixed assets within its boundaries.

   EC 35560 also provides that all other property, funds, and obligations, except bonded indebtedness, shall be divided pro rata among the districts based on assessed valuation. *EC* 35736, read in conjunction with *EC* 35560, provides for alternative methods of allocating personal property and obligations if the proposed division

is included in plans and recommendations that are an integral part of the proposal.

b. Bonded Indebtedness

The SCC took no action to incorporate into the reorganization proposal any specific method for allocation of bonded indebtedness (pursuant to *EC* 35738)—thus, *EC* 35576 would govern the allocation of Grant JUHSD bonded indebtedness should the proposed unified districts become effective for all purposes.

Each proposed new district would have responsibility for a portion of the Grant JUHSD bonded indebtedness based on the greatest of:

(1) The proportionate share of the outstanding bonded indebtedness based on the ratio of the total assessed valuation of the petition area to the total assessed valuation of the Grant JUHSD; or

(2) The portion of the outstanding bonded indebtedness that was incurred for the acquisition or improvement of school lots or buildings, or fixtures located therein, and situated within the petition area.

c. Student Body Property, Funds, and Obligations

Student body property, funds, and obligations shall be divided proportionately, except that the share shall not exceed an amount equal to the ratio which the number of pupils leaving the schools bears to the total number of pupils enrolled; and funds from devises, bequests, or gifts made to the organized student body of a school shall remain the property of the organized student body of that school and shall not be divided. (*EC* 35564)

d. Disputes

As specified in *EC* 35565, disputes arising from the division of property, funds, or obligations shall be resolved by the affected school districts and the county superintendent of schools through a board of arbitrators. The board shall consist of one person appointed by each district and one by the county superintendent of schools. By mutual accord, the county member may act as sole arbitrator; otherwise, arbitration will be the responsibility of the entire board. Expenses will be divided equally between the districts.

The written findings and determination of the majority of the board of arbitrators is final, binding, and may not be appealed.

Findings/Conclusion

The CDE finds that existing provisions of the *Education Code* may be utilized to achieve equitable distribution of property, funds, and obligations, and concludes that this criterion has been substantially met. The CDE, pursuant to *EC* 35736, further recommends the following:

- Capital assets and liabilities, except real property and the personal property and fixtures normally situated thereat, shall be divided on the basis of the relative assessed valuations of the proposed new unified district and the remaining Grant JUHSD.

- All other assets and liabilities of the Grant JUHSD shall be divided based on the proportionate average daily attendance (ADA) of the students residing in each section of the reorganized district on June 30 of the school year immediately preceding the date on which the proposed unifications become effective for all purposes.

5.4 The reorganization of the districts will preserve each affected district's ability to educate students in an integrated environment and will not promote racial or ethnic discrimination or segregation.

Standard of Review

In 5 *CCR* 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 following table summarizes the 2002-03 CBEDS enrollment data presented to the SCC:

Racial/Ethnic Composition of Students

District	**Percent Minority**	**Percent White**
Grant JUHSD	58.1%	36.4%
North USD	46.2%	50.6%
South USD	81.3%	17.2%

In addition, the SCC considered reports from School Services of California, Inc., and Sage Institute, Inc., submitted on behalf of supporters of the unifications; and information from Grant JUHSD in opposition to the proposed reorganization.

The following summarizes the information presented to the SCC in support of the unification:

- The proposed unifications would not substantially affect the racial/ethnic composition of students at any school site.

- Schools in the Grant JUHSD have been racially/ethnically segregated for a considerable period of time and will continue to be segregated absent a significant change in underlying population demographics.

- A comprehensive plan to balance racial/ethnic student populations in the Grant JUHSD would face significant obstacles, including lack

of community support, transfers of large numbers of students from one school to another (with resultant issues of capital outlay and operational costs of bussing students, student time on buses, and safety issues on congested streets).

In light of the above issues, the School Services of California, Inc., and Sage Institute, Inc., reports conclude that a plan to integrate Grant JUHSD "involves factors that are beyond reasonable and feasible means of achievement." These reports further point to statutory requirements of Senate Bill (SB) 799, Chapter 1037, Statutes of 2000, which requires any school district that succeeds Grant JUHSD upon reorganization to provide for an open enrollment plan for the former students of Grant JUHSD, allowing these students to attend any school of the former Grant JUHSD that has extra capacity. The stated purpose of SB 799 is to ensure that the reorganization provides opportunities for the voluntary racial, ethnic, and socio-economic integration of students attending schools in any school district succeeding Grant JUHSD. According to this legislation, Grant JUHSD Voluntary Integration Program (VIP) funding would be used to provide transportation to any student wishing to attend a different school.

Grant JUHSD provided information to support its claim that the proposed reorganization would promote segregation of its students. The following is a summary of this information:

- Grant JUHSD currently is racially balanced. The proposed reorganization would result in a North USD that has a majority white population and a South USD that has a majority ethnic population.

- Over a decade ago, the Court of Appeal considered a similar reorganization proposal noting that the reorganization plan "creates two districts, one predominantly white and the other predominantly minority. There is nothing speculative about this result. A configuration has been created that by definition promotes segregation." (Robla School Board, et al. v. State Board of Education, et al., 3 DCA No. 15299, April 6, 1995.)

- SB 799 is fundamentally flawed because: (1) the California Legislature repealed VIP funding in 2001; (2) it is based on a voluntary transfer program; and (3) transfers are subject to space availability and all Grant JUHSD high schools are impacted.

Grant JUHSD further noted that the following organizations formally opposed SB 799 and currently oppose the reorganization plan under consideration:

- Sacramento Valley Organizing Committee
- Wiley Manuel Bar Association
- Legal Services of Northern California
- National Association for the Advancement of Colored People
- Mexican-American Legal Defense and Educational Fund
- Greater Sacramento Urban League
- American Civil Liberties Union
- National Coalition for Better Education

After considering the information provided, the SCC found on a six-to-one (6-1) vote that the proposed reorganization substantially meets the condition that racially/ethnic segregation is not promoted.

Findings/Conclusion

The CDE's Office of Equal Opportunity (OEO) provides support to the CDE review of reorganization proposals. The OEO report on this proposal is Attachment 5 to the Board item.

The OEO analyzed the five factors set forth in 5 *CCR* 18573 in light of information provided in the feasibility study, and compared its findings to CBEDS information on file with the CDE.

(a) Racial and Ethnic Enrollment: District Level Analysis

The OEO examined the current demographic composition of Grant JUHSD and its component districts. Grant JUHSD, the only district that would be divided by the reorganization proposal was 60.6 percent minority in 2005-06. OEO then compared current school populations in the geographic area of the North USD with the student population in the South USD. OEO found that the minority student population currently attending schools within the geographic area of the proposed North USD would be 54.1 percent of the total school population, while the student population of the South USD would be 79.5 percent minority.

The OEO notes that the schools directly affected by the proposal are the middle and high schools. The reorganization would result in a 52.7 percent minority seventh through twelfth grade student population in the proposed North USD, while the South USD seventh through twelfth grade student population would be 72.8 percent minority.

(b) Racial and Ethnic Enrollment: Trends and Rates of Change

The OEO charted kindergarten through twelfth grade racial/ethnic student enrollment growth for five years within the affected school district areas. Overall, minority student population in the affected districts has increased from 57.5 percent of the total student population in 2001-02 to 65.2 percent in 2005-06. This change primarily is due to an increase in the Hispanic student population and a corresponding decrease in the White student population.

(c) School Board Policies: Desegregation Plans and Programs

For the 1997-98 school year, Grant JUHSD received a grant for a VIP. This VIP has since been replaced by a Targeted Instructional Improvement Program to provide educational opportunities and program enrichment activities at the school sites in the district categorized that are as Racially Isolated Minority. Funding for these activities should be transferable to the proposed districts.

(d) Factors Affecting Feasibility or Integration

Proponents of the unification provided information to support claims that schools in Grant JUHSD already are segregated and mitigation through extensive, mandatory school reassignments is not feasible due to transportation costs, distances between school sites, congestion on area streets and highways, and lack of community support. These claims are contrary to legislative opinion (supported by these same proponents of unification) that segregation in the proposed unified school districts can be addressed through open enrollment policies.

(e) Duty of School to Alleviate Segregation

The OEO notes that the governing board of each affected school district has a duty to alleviate segregation, regardless of the cause. This duty would be reflected in the policies of any newly created school district.

The OEO finds the net effect of this proposal to be that the creation of two new districts with significantly different racial/ethnic compositions. Additionally, the OEO finds that the proposal would limit options for integration of students. For these reasons, the OEO finds that the proposal does not appear to be in substantial compliance with *EC* 35753(a)(4). The CDE agrees with OEO's findings.

5.5 Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

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 discussed 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 SCC considered calculations of base revenue limits (RL) per average ADA for the proposed unified school districts. According to these calculations (based on 2002-03 data), the new base RL per ADA for the North USD would be $4,916. The new RL per ADA for the South USD would be $4,935.

The SCC also received information that the proposed unifications would have no effect on any district's eligibility for state funding of special education, home-to-school transportation, instructional materials, staff development, vocational education, and other miscellaneous programs—thus, effects on state categorical programs and entitlements is essentially revenue neutral. The SCC found that the proposal substantially meets the "costs to state" condition on a six to one (6-1) vote.

Findings/Conclusion

The CDE's Office of Financial Accountability and Information Services (FAIS) analyzed the effect of the proposed unifications on state costs. The FAIS report is included as Attachment 6. In this report, the CDE does not identify any increased costs to the state resulting from the proposed reorganization beyond those permitted by statute.

Based on 2005-06 data from the SCOE, and the CDE, the blended RL for the North USD, including enhancements due to salary and benefit differentials, is estimated to be $5,619.50 per ADA. The blended RL for the South USD, including enhancements due to salary and benefit differentials, is estimated to be $5,761.36 per ADA. These numbers assume all affected districts are included in the unifications (i.e., no component districts are excluded by the SBE). All RL computations (including those for proposed unifications with excluded component districts) are included as part of Attachment 6.

The blended, or weighted average, RL per ADA is revenue neutral and does not result in an increase in state costs. It is only the adjustment for salary and benefit differentials (approximately $8.4 million for both the proposed North and South districts) that yields new revenues. Increases in RL funding due to reorganization are not considered as increased costs to the state for purposes of this condition since these funding increases are provided for in statute and are capped.

State costs for categorical program entitlements, as well as transportation and regular programs, should not be affected significantly by the proposed reorganization. Typically, funding for these programs would follow the students.

The CDE supports the SCC and FAIS findings that this condition is substantially met.

5.6 The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the districts affected by the proposed reorganization.

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* 18573(a)(5)]

County Committee Evaluation/Vote

In addition to information regarding the Academic Performance Index (API), standardized test scores, and school accountability report cards for the schools in the affected districts, the SCC received information about various instructional programs, including:

- The proposed unifications should not affect the SCOE's ability to provide special education services to the districts, nor should the proposals result in a change of requirements for services offered through the Special Education Local Plan Area (SELPA) of which all affected districts are a part.

- The proposed reorganization would not disrupt vocational education programs offered through the Sacramento County Regional Occupational Program (ROP) since these programs are

"open enrollment" to eligible students regardless of their district of residence.

- The unifications may result in a transfer of oversight authority (and other issues) related to the charter schools within the affected districts.

- Grant JUHSD offers AVID (Advancement Via Individual Determination) and the College Horizons program to its students. Both programs are components of the statewide California Student Opportunity Program and have goals to help and prepare students for college.

School Services of California, Inc., and Sage Institute, Inc., in their reports, concluded that existing educational programs in the affected districts would not be disrupted. Additionally, the reports indicated that an articulated kindergarten through twelfth grade program would be preferable to attempts to provide articulation across separate elementary and secondary educational programs.

Grant JUHSD expressed a number of concerns regarding the effects of the district reorganization on educational programs, including:

- The creation of two unified districts would disproportionately place the "haves" in the North USD and the "have-nots" in the South USD, resulting in the South USD being responsible for a disproportionate share of program costs for special needs students.

- Splitting the high school district would disrupt the existing centralized process for assessing the district's English Learner students.

- Reorganization would end the Grant JUHSD long range strategic plan for student achievement.

- Continuation and other alternative education programs run by Grant JUHSD represent a net fiscal loss to the district since student apportionment does not totally compensate costs to operate the programs. Dividing the high school district would result in cost over-runs for two districts, especially since there would be considerable duplication of many costs because two districts would be operating relatively identical programs.

Concerns about the effects of the reorganization of Grant JUHSD on charter schools of that district also were raised. Legal counsel for the

SCOE listed the following potential negative effects of reorganization on charter schools:

- The proposed reorganization may divide the charter schools' student population such that the charter schools may not qualify to receive Proposition 39 facilities from the new unified districts.

- A charter school may operate multiple school sites within a district but only one site outside the district's boundaries. If Grant JUHSD is divided into two districts, it is possible that a charter school operating multiple sites within Grant JUHSD may be in violation of the "one site outside district boundaries" limitation if the district is divided.

- If reorganization is approved, it may be difficult to determine which district is obligated to oversee charter schools with multiple sites.

The SCC found that the proposal substantially meets the "educational programs" condition on a six to one (6-1) vote.

Findings/Conclusion

In addition to reviewing the educational programs and the various reports provided to the SCC, the CDE assessed the potential effects on educational programs of separating students into North and South unified districts. The following sections provide an analysis of these issues.

a. Academic Performance Index

The API provides a means to compare the performance of schools and districts in the state. The table below compares the average API scores of the schools in Grant JUHSD and its component districts.

Current Districts' API Base and Growth Scores

District	2004 API Base	2005 API Growth
Grant JUHSD	591	620
Del Paso Hghts. SD	607	616
Elverta Joint SD	706	744
N. Sacramento SD	659	688
Rio Linda SD	709	727
Robla SD	685	703

The following table compares the API growth scores of schools in the proposed North USD with those of the proposed South USD:

Proposed Districts' API Growth Scores

Proposed District	Components	2005 API Growth
Proposed North Unified SD (North Grant JUHSD, Elverta Joint SD, Rio Linda SD, Robla SD)	Grant Jr. High Grant Sr. High Elverta Rio Linda Robla	652 666 744 727 703
Proposed South Unified SD (South Grant JUHSD, Del Paso Heights SD, North Sacramento SD)	Grant Jr. High Grant Sr. High Del Paso Hghts. N. Sacramento	601 575 616 688

As can be seen in the above table, the schools in the proposed North USD overall have higher API scores than schools in the proposed South USD.

b. English Learner Students

The state Language Census collects the number of English Learner (EL) students, and other related data. The table below summarizes the results of the 2004-05 Language Census for Grant JUHSD and its component districts.

English Learner Students in Current Districts

District*	Student Population	EL Student Population	% EL Students
Grant JUHSD*	11,387	3,033	26.6%
Del Paso Hghts. SD	1,949	930	47.7%
Elverta Joint SD	310	26	8.4%
N. Sacramento SD	5,108	1,927	37.7%
Rio Linda SD	9,968	2,121	21.3%
Robla SD	2,173	945	43.5%

*Does not include Grant JUHSD alternative education and special education programs

The following table compares the percentage of EL students from schools that would be in the North USD with the percentage of EL students from schools that would be in the South USD.

English Learner Students in Proposed Districts

Proposed District	Components	% EL Students
Proposed North Unified SD (North Grant JUHSD*, Elverta Joint SD, Rio Linda SD, Robla SD)	Grant Jr. High Grant Sr. High Elverta Rio Linda Robla	25.1% 19.3% 8.4% 21.3% 43.5%
Total Proposed North Unified SD		23.6%
Proposed South Unified SD (South Grant JUHSD*, Del Paso Heights SD, North Sacramento SD)	Grant Jr. High Grant Sr. High Del Paso Hghts. N. Sacramento	38.4% 35.8% 47.7% 37.7%
Total Proposed South Unified SD		39.3%

*Does not include Grant JUHSD alternative education and special education programs

As can be seen in the above table, the student population in the South USD would have a significantly greater percentage of EL students than would the proposed North USD.

c. Free/Reduced-Price Meal Program

The number of students enrolled in free or reduced-price meal programs is collected annually. The following below presents the 2005-06 Free/Reduced-Price Meal Program information for Grant JUHSD and its component districts.

Free/Reduced-Price Meal Program in Current Districts

		Free/Reduced-Price Meal Program	
District	**Student Population**	**Number of Students**	**% of Total Population**
Grant JUHSD*	12,498	8,636	69.1%
Del Paso Hghts. SD	1,838	1,714	93.3%
Elverta Joint SD	315	203	64.4%
N. Sacramento SD	4,819	4,039	83.8%
Rio Linda SD	9,069	6,026	66.4%
Robla SD	2,074	1,565	75.5%

*Does not include Grant JUHSD charter schools or alternative education and special education programs.

The following table compares the percentage of students in the Free/Reduced-Price Meal Program at schools in the proposed North USD with the percentage of students in the Free/Reduced-Price Meal Program at schools that would be in the South USD.

Free/Reduced-Price Meal Program in Proposed Districts

Proposed District	**Components**	**% Free/Reduced-Price Meal Program Students**
Proposed North Unified SD (North portion of Grant JUHSD*, Elverta Joint SD, Rio Linda SD, Robla SD)	Grant Jr. High Grant Sr. High Elverta Rio Linda Robla	68.0% 47.2% 64.4% 66.4% 75.5%
Total Proposed North Unified SD		62.8%
Proposed South Unified SD (South portion of Grant JUHSD*, Del Paso Heights SD, North Sacramento SD)	Grant Jr. High Grant Sr. High Del Paso Hghts. N. Sacramento	92.1% 94.3% 93.3% 83.8%
Total Proposed South Unified SD		89.1%

*Does not include Grant JUHSD charter schools or alternative education and special education programs

As can be seen in the previous table, the proposed reorganization would result in a higher percentage of Free/Reduced-Price Meal Program students in the South USD (62.8 percent in the North compared to 89.1 percent in the South). The difference between the percentages is even more pronounced when looking only at the Grant JUHSD students—55.0 percent of the Grant students who would go to the North USD are eligible for the Free/Reduced-Price Meal Program while 93.4 percent of the Grant JUHSD students in the South USD would be eligible.

d. Other Socio-Economic Indicators

A report prepared by Lapkoff and Gobalet (demographers for Grant JUHSD) examined a variety of socio-economic indicators in an analyses of the creation of a North USD and a South USD. This report agreed with the findings detailed above regarding academic accountability measures, English learners, and students eligible for the Free/Reduced-Price Meal Program. Additionally, the Lapkoff and Gobalet report examined 2000 Census data for household income, percentage of households in poverty, adult education, and adult citizenship. The report found that, when compared to the North USD, the proposed South USD would have lower average household income, a higher percentage of households in poverty, more adults without a high school diploma, and higher rates of adults who are not citizens (Attachment 7).

e. High School Flexibility

Currently there are three comprehensive high schools in Grant JUHSD. Dividing Grant JUHSD into two unified school districts would result in a South USD with only one high school. Although approximately two-thirds of the unified school districts in California have only one high school, transition from a district with multiple high schools to a district with a single high school does offer some disadvantages. Staff reassignments are difficult, if not impossible, in a district that has only one school for a particular grade level. Similarly, students who would benefit from placement in a different environment will have nowhere to transfer within the district.

It is the opinion of the CDE that the division of the Grant JUHSD (and its component districts) would bring significant threats to the educational performance of schools in the South USD. The South USD would be confronted with educating a significantly different student population. The students, on average, would have lower test scores. The percentages of EL students and lower income students would be significantly increased in the South USD.

Although the students and staff at individual schools within the proposed North and South districts would change little, the increased concentrations of lower income and EL students districtwide would increase per student educational program costs in the South USD (since such students typically require increased levels of services).

Students in the proposed South USD, as compared to those in the North USD, also would be more disadvantaged with respect to parent and population resources with the South USD having lower average household income, more households in poverty, fewer adults with a high school education, and a greater percentage of noncitizens.

For the above reasons, the CDE finds that Criterion 6 is not substantially met.

5.7 Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

County Committee Evaluation/Vote

The SCC considered information about school facilities in the affected districts, including:

- Outstanding bonded indebtedness of the affected districts.
- Potential residential construction in the area.
- Projected student growth for the affected districts.
- A Grant JUHSD report on the district's general obligation bond projects.
- School Services of California, Inc., and Sage Institute, Inc., reports that state the boundaries of the new unified districts parallel existing school attendance area boundaries and conclude that the reorganization will not result in a significant increase in school housing costs.

The SCC unanimously (7-0) found that the proposal substantially meets this "school housing costs" condition.

Findings/Conclusion

The School Facilities Planning Division (SFPD) of the CDE provides analysis of school housing issues for district unification proposals considered by the SBE. SFPD's report (Attachment 8) indicates a projected need for additional high school facilities in the proposed North USD, primarily due to anticipated new residential development in the Rio Linda SD area. Subsequent to completing the report, SFPD noted that Grant JUHSD submitted two requests to CDE for site approvals for a new middle and high school within the boundaries of Rio Linda SD.

The SFPD report further indicates that there is no significant projected imbalance or excess capacity in the proposed South USD that could be used to reduce these student housing costs in the North USD. SFPD, therefore, concludes that there is no significant increase in school housing costs due to the proposed unifications.

The CDE agrees with the SFPD and the SCC finding that this condition is substantially met.

5.8 The proposed reorganization is primarily designed for purposes other than to significantly increase property values.

County Committee Evaluation/Vote

School Services of California, Inc., and Sage Institute, Inc., reports conclude that there is no evidence of any intent to increase property values by creating two new unified school districts from Grant JUHSD. The SCC voted unanimously (7-0) that this condition is substantially met.

Findings/Conclusion

No evidence was presented to indicate that the proposed creation of North and South unified school districts from the Grant JUHSD 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. The CDE concludes this condition is substantially met.

5.9 The proposed reorganization will continue to promote sound fiscal management and not cause a substantial negative effect on the fiscal status of the proposed district or any existing district affected by the proposed reorganization.

County Committee Evaluation/Vote

The SCOE reported to the SCC that each county office of education annually reviews the budgets of school districts within its jurisdiction. The most recent budget review conducted by SCOE of the affected districts indicated that:

- All districts currently are solvent.
- All districts have been able to meet their fiscal obligations.
- All districts have met the minimum reserve level for economic uncertainties.

Reports prepared by School Services of California, Inc., and Sage Institute, Inc., concurred with the SCOE observations and concluded that the "fiscal" condition is substantially met. The SCC voted unanimously (7-0) that the condition is substantially met.

Findings/Conclusion

To assess the financial impact of the proposed reorganization, the CDE reviewed information provided by the SCOE and affected districts. The fiscal analysis of the proposed unifications, which is included as part of Attachment 6, makes the following findings:

- The affected districts' fiscal year 2004-05 annual audit reports and 2005-06 second interim reports indicate that the districts currently are solvent.
- Reserve levels for each of the affected districts exceed the three to four percent requirement.
- The new unified districts should continue to remain solvent.
- The new districts have potential to improve their fiscal status through a recalculated revenue limit (See 5.5 above) and potential for improved economies of scale and savings through elimination of duplicate services. Although revenue limit funding will increase, this increase will reflect the cost to "level up" salaries and benefits in the affected districts.

The CDE supports the SCC findings and recommendation 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. These required findings and recommendations are:

6.1 County Committee Recommendation for the Petition

A county committee must recommend to the SBE approval or disapproval of a petition for reorganization. The SCC voted 6-1 to recommend approval of the proposal to form two unified school districts from Grant JUHSD.

6.2 Effect on School District Organization of the County

EC 35707 requires a county committee to report whether the proposal would adversely affect countywide school district organization. The SCC voted 7-0 that the proposal would not adversely affect countywide school district organization.

6.3 County Committee Opinion Regarding EC 35753 Conditions

A county committee must submit to the SBE its opinion regarding whether the proposal complies with the provisions of *EC* 35753. The SCC found that the proposal complies with all of the nine conditions in *EC* 35753(a).

7.0 STATE BOARD OF EDUCATION OPTIONS

Typically, pursuant to *EC* 35754, SBE options are to approve or disapprove unification proposals. However, the SBE cannot approve a unification proposal without an initial study of environmental impact, pursuant to the California Environmental Quality Act (CEQA). The CDE is recommending that the current proposal be denied for failure to meet two of the nine required conditions for approval. Because of this recommendation, the CDE does not believe it to be an appropriate use of state funding to expend several hundred thousand dollars to take the current unification proposal through the CEQA process at this time. Should the SBE decide to consider approval of this unification proposal, it must send the proposal back to the CDE to complete the CEQA process.

Thus, the SBE currently has two options:

- Disapprove the proposal to create two unified school districts from Grant JUHSD based upon the CDE recommendation, or

- Direct the CDE to complete the CEQA process for the current unification proposal. The unification proposal will then be brought back to the SBE for action upon completion of the CEQA process.

8.0 RECOMMENDED ACTION

The CDE recommends that the SBE disapprove the proposed creation of two unified school districts from the Grant JUHSD. A proposed resolution disapproving the proposal is included as Attachment 2. Should the SBE decide not to disapprove the proposal, it must direct CDE to complete the CEQA process and return both the unification proposal and a CEQA Initial Study to the SBE for action at a later meeting.

CALIFORNIA STATE BOARD OF EDUCATION
November 2006

PROPOSED RESOLUTION

Petition to Create Two New Unified School Districts from the
Grant Joint Union High School District in Sacramento County

RESOLVED, that under the authority of *Education Code* Section 35754, the proposal to create two new unified school districts from the Grant Joint Union High School District, which was filed on or about January 22, 2004, with the California State Board of Education pursuant to *Education Code* Section 35700(d) and Section 35542(b), 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 Sacramento County Office of Education, Del Paso Heights School District, Elverta Joint Union School District, Grant Joint Union High School District, North Sacramento School District, Rio Linda Union School District, and Robla School District of the action taken by the State Board of Education.

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 26, 2006

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

FROM: Susan Lange, Deputy Superintendent
Finance, Technology, and Administration Branch

RE: Item No. 32

SUBJECT: Proposed Formation of Two Unified School Districts from the Grant Joint Union High School District in Sacramento County

CDE staff will use a PowerPoint presentation at the November 2006 State Board of Education meeting when presenting this agenda item. Attached are copies of the slides that will be used in this presentation.

ATTACHMENTS

Attachment 1: Reorganization of Grant JUHSD (5 Pages)

Proposed Formation of Two New Unif. School Dists.

Proposed Formation of Two New Unified School Districts from Grant Joint Union High School District in Sacramento County.

[This is the accessible alternative version (AAV) of the PowerPoint slides posted as an addendum to the November 2006 State Board of Education Agenda. This clarification was added to this Web page after the agenda was posted on September 13, 2009.]

Slide 1

Proposed Formation of Two New Unified School Districts from Grant Joint Union High School District in Sacramento County

Presented to the State Board of Education
November 8, 2006

Slide 2

Grant Joint Union High School District

Current configuration

- Grant serves seventh through twelfth grades.
- Five elementary (K-6) component districts.

Image: Map of the five elementary K-6 component districts namely Elverta Joint, Rio Linda, Robla, Del Paso Heights, and North Sacramento

Slide 3

Background

- Court invalidated initial voter petitions.
- County Committee on School District Organization incorporated petitions into its own unification recommendation.
- North Sacramento and Rio Linda districts support the unification proposal.
- Del Paso Heights, Elverta Joint, and Robla districts support proposal only if they are excluded from it.
- Grant JUHSD opposes the proposal.
- There are now three proposals for the reorganization of the area.

Slide 4

Current Proposal: Create Two Districts

Proposed configuration

- North unified with Elverta Joint, Rio Linda, and Robla.
- South unified with Del Paso Heights, North Sacramento.

Image: Map of the Proposed North Unified School District and Proposed South Unified School District.

Slide 5

Grant JUHSD Unification Proposal

- Proposed configuration One unified school district.
- Elverta Joint, Rio Linda, Robla, and North Sacramento would remain components.

Image: Map showing Elverta Joint, Rio Linda, Robla, and North Sacramento

Slide 6

Collaborative Unification Proposal

Proposed configuration

- One unified school district.
- Elverta Joint and Robla would remain components.

Image: Map showing Elverta Joint and Robla

Slide 7

Collaborative Unification Proposal

- Initiated by resolutions from governing boards of affected districts.
- Resolutions state that the collaborative proposal is supported only if the current unification proposal is disapproved.
- Collaborative proposal is scheduled to be heard by the Sacramento County Committee on School District Organization in early December 2006.

Slide 8

Current Proposal: Create Two Districts

Proposed configuration

- North unified with Elverta Joint, Rio Linda, and Robla.
- South unified with Del Paso Heights, North Sacramento.

Image: Map of the Proposed North Unified School District and Proposed South Unified School District.

Slide 9

Conditions Substantially Met

- Adequate size
- Substantial community identity
- Equitable division of assets/obligations
- No significant increased cost to State
- No significant increased cost for facilities
- Not designed to increase property values
- No significant negative fiscal effects

Slide 10

Conditions <u>Not</u> Met

- Promotion of segregation
- Negative effects on educational program

Slide 11

Promotion of Segregation

- Currently, Grant JUHSD area is 63.4 percent minority.
- Under the reorganization proposal, the North USD would be 54.1 percent minority and the South USD 79.5 percent minority.
- Reorganization limits options to alleviate segregation.

Slide 12

Reorganization concentrates students with greater educational needs in South USD

Higher percentage of English Learner students in the proposed South USD:

- North USD 23.6%
- South USD 39.3%
- County Average 19.6%

Slide 13

Reorganization concentrates students with greater educational needs in South USD

Higher percentage of participants in the Free/Reduced Price Meal program in the proposed South USD:

- North USD 62.8%
- South USD 89.1%
- County Average 45.7%

Slide 14

Reorganization concentrates students with greater educational needs in South USD

Proposed South USD would have:

- Schools with lower API scores
- Lower average household income
- Higher percentage of households in poverty
- Lower levels of adult education
- Higher rates of adults who are not citizens

Slide 15

SBE Options

- The SBE must disapprove the proposal or return it to the CDE. Proposal cannot be approved until the CEQA process is completed.
- The SBE disapproval can be based upon both or either of the two CDE recommendations for disapproval.
- The SBE also can disapprove for other reasons.

JACK O'CONNELL
State Superintendent
of Public Instruction

Proposed Formation of Two New Unified School Districts from Grant Joint Union High School District in Sacramento County

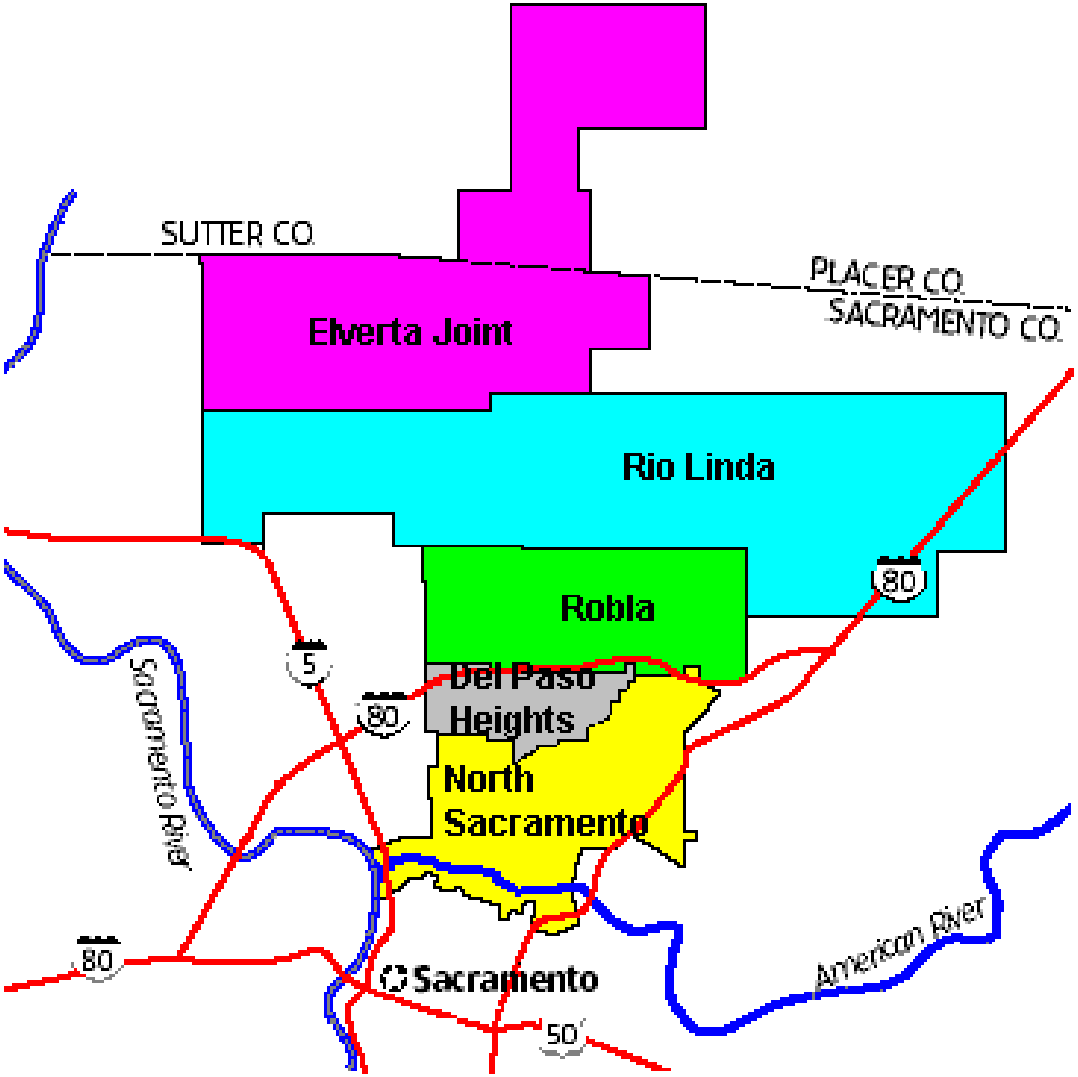
Presented to the State Board of Education
November 8, 2006

JACK O'CONNELL
State Superintendent
of Public Instruction

Grant Joint Union High School District

Current configuration

- Grant serves seventh through twelfth grades.
- Five elementary (K-6) component districts.



JACK O'CONNELL
State Superintendent
of Public Instruction

Background

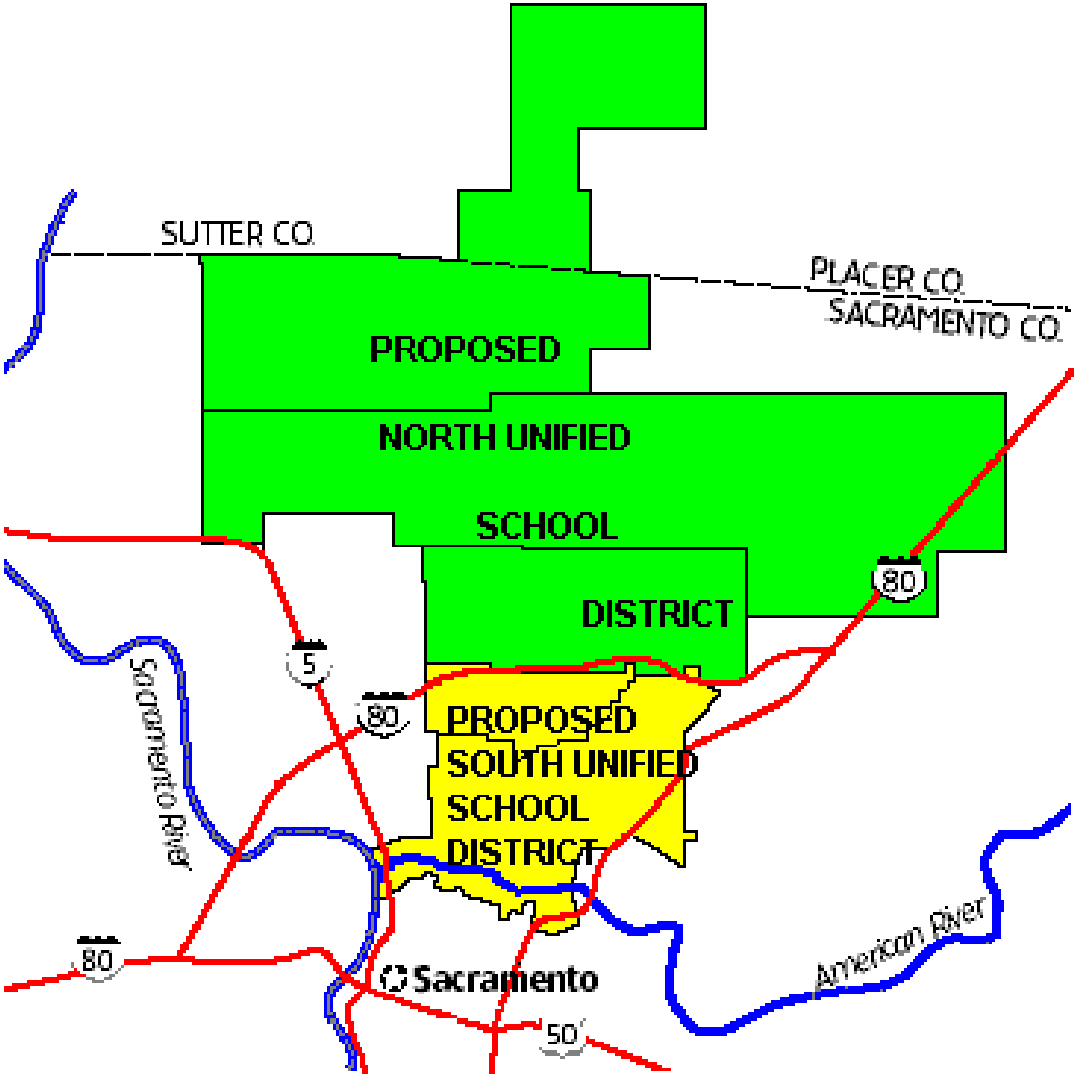
- Court invalidated initial voter petitions.
- County Committee on School District Organization incorporated petitions into its own unification recommendation.
- North Sacramento and Rio Linda districts support the unification proposal.
- Del Paso Heights, Elverta Joint, and Robla districts support proposal only if they are excluded from it.
- Grant JUHSD opposes the proposal.
- There are now three proposals for the reorganization of the area.

JACK O'CONNELL
State Superintendent
of Public Instruction

Current Proposal: Create Two Districts

Proposed configuration

- North unified with Elverta Joint, Rio Linda, and Robla.
- South unified with Del Paso Heights, North Sacramento.

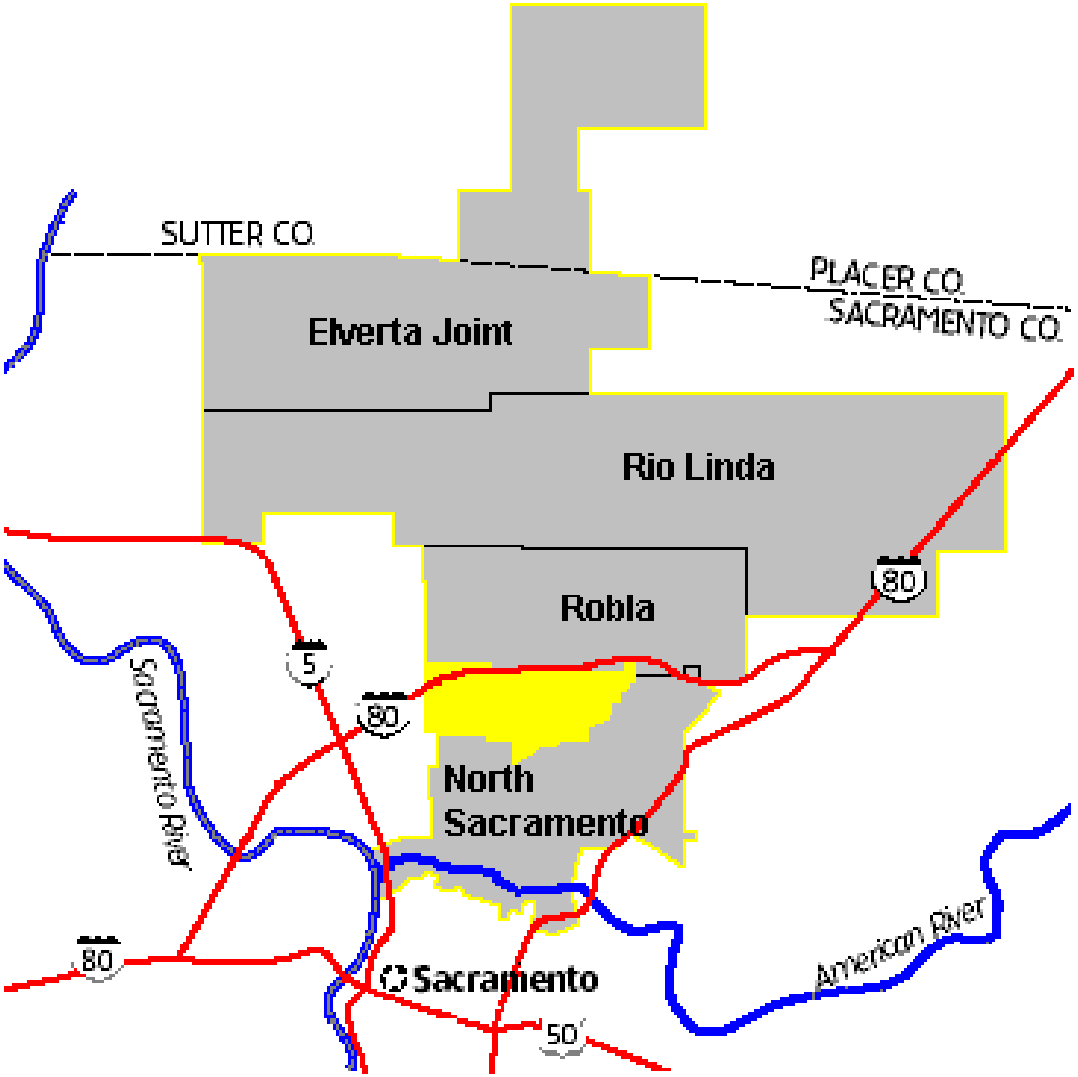


JACK O'CONNELL
State Superintendent
of Public Instruction

Grant JUHSD Unification Proposal

Proposed configuration

- One unified school district.
- Elverta Joint, Rio Linda, Robla, and North Sacramento would remain components.

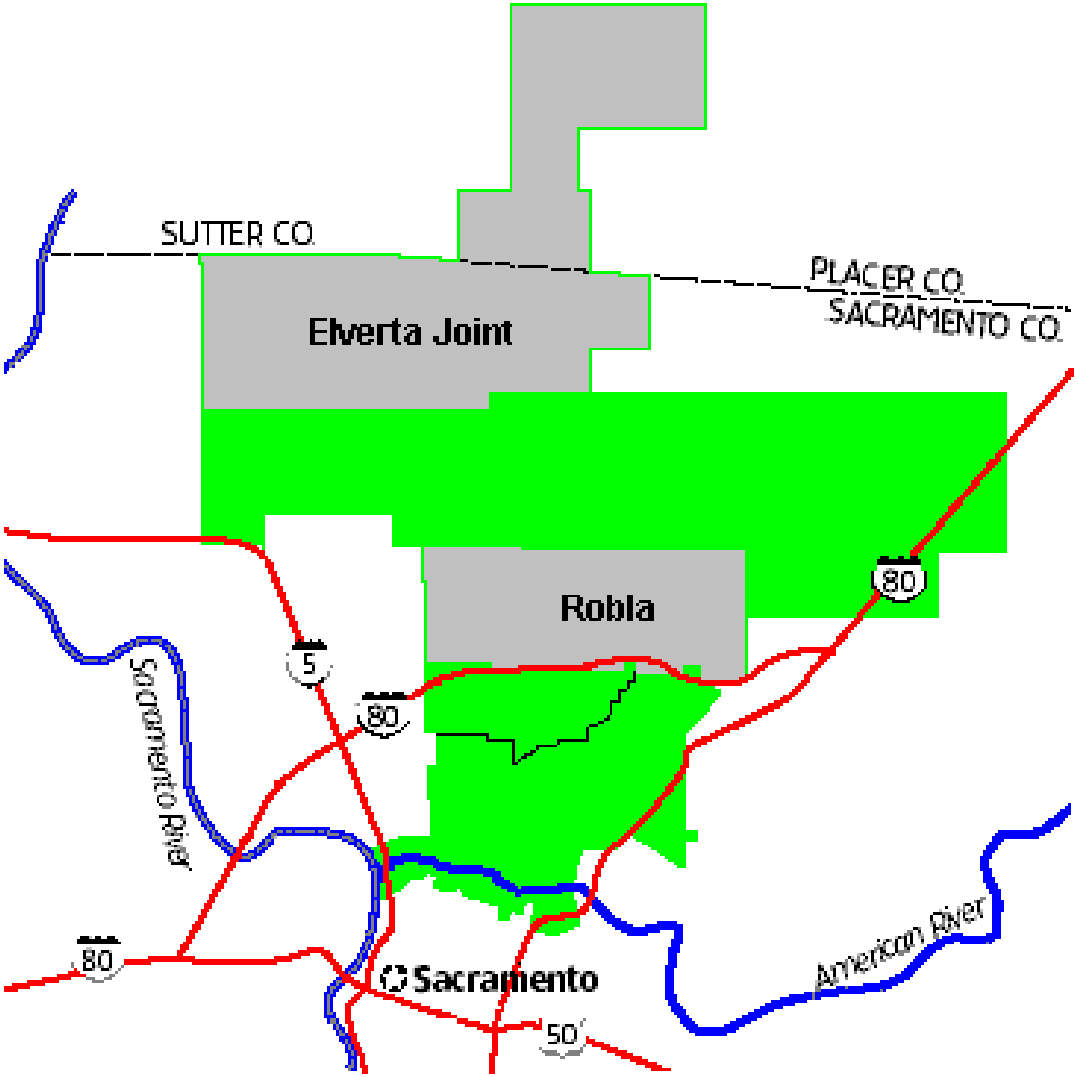


JACK O'CONNELL
State Superintendent
of Public Instruction

Collaborative Unification Proposal

Proposed configuration

- One unified school district.
- Elverta Joint and Robla would remain components.



JACK O'CONNELL
State Superintendent
of Public Instruction

Collaborative Unification Proposal

- Initiated by resolutions from governing boards of affected districts.
- Resolutions state that the collaborative proposal is supported only if the current unification proposal is disapproved.
- Collaborative proposal is scheduled to be heard by the Sacramento County Committee on School District Organization in early December 2006.

JACK O'CONNELL
State Superintendent
of Public Instruction

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Proposed configuration

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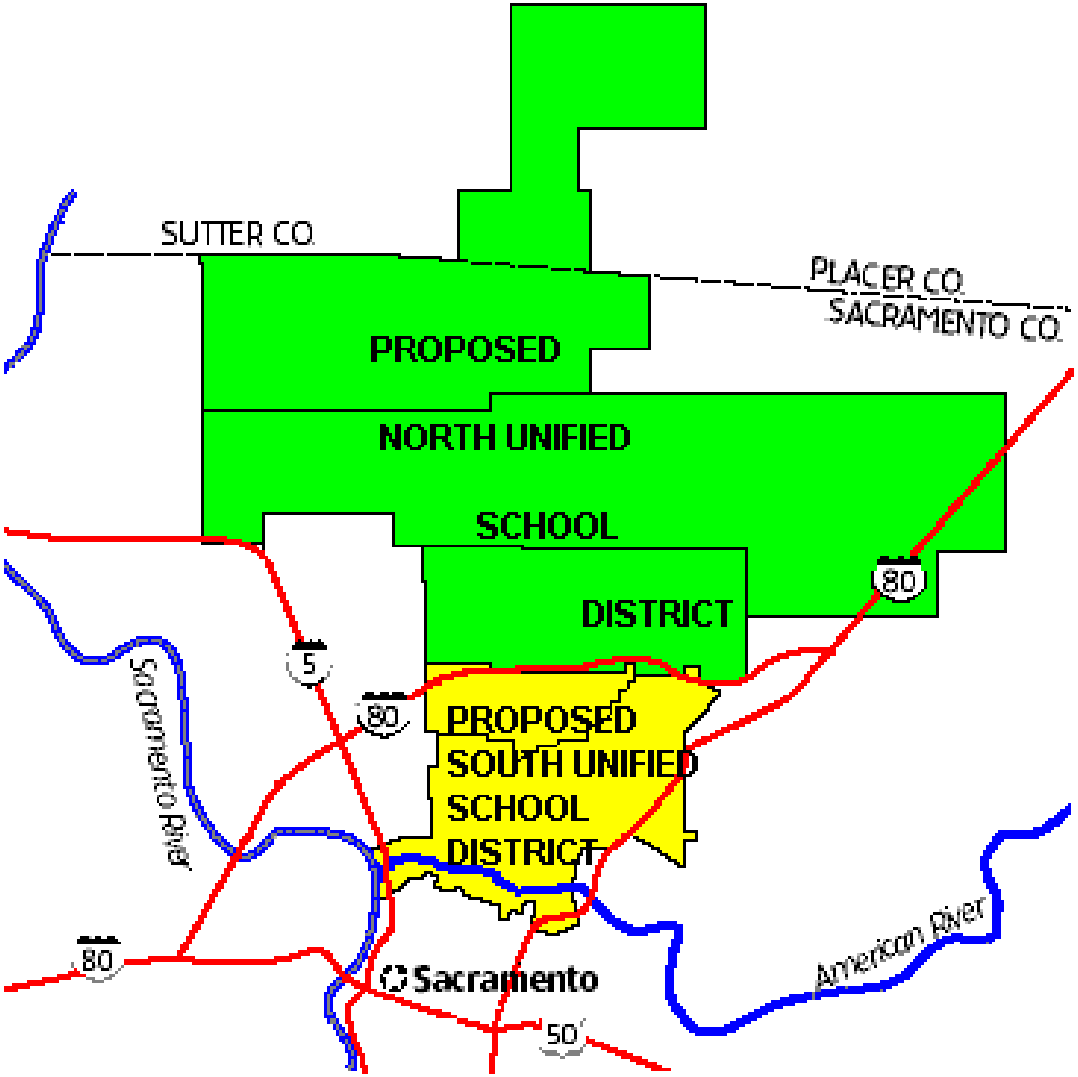
- South unified with Del Paso Heights, North Sacramento.



JACK O'CONNELL
State Superintendent
of Public Instruction

Conditions Substantially Met

- Adequate size
- Substantial community identity
- Equitable division of assets/obligations
- No significant increased cost to State
- No significant increased cost for facilities
- Not designed to increase property values
- No significant negative fiscal effects

JACK O'CONNELL
State Superintendent
of Public Instruction

Conditions Not Met

- Promotion of segregation
- Negative effects on educational program

JACK O'CONNELL
State Superintendent
of Public Instruction

Promotion of Segregation

- Currently, Grant JUHSD area is 63.4 percent minority.
- Under the reorganization proposal, the North USD would be 54.1 percent minority and the South USD 79.5 percent minority.
- Reorganization limits options to alleviate segregation.

JACK O'CONNELL
State Superintendent
of Public Instruction

Reorganization concentrates students with greater educational needs in South USD

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North USD	23.6%
South USD	39.3%
County Average	19.6%

JACK O'CONNELL
State Superintendent
of Public Instruction

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JACK O'CONNELL
State Superintendent
of Public Instruction

Reorganization concentrates students with greater educational needs in South USD

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- Schools with lower API scores
- Lower average household income
- Higher percentage of households in poverty
- Lower levels of adult education
- Higher rates of adults who are not citizens

JACK O'CONNELL
State Superintendent
of Public Instruction

SBE Options

- The SBE must disapprove the proposal or return it to the CDE. Proposal cannot be approved until the CEQA process is completed.
- The SBE disapproval can be based upon both or either of the two CDE recommendations for disapproval.
- The SBE also can disapprove for other reasons.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Environmental Effect of the Proposed Unification of Fortuna Union High School District with Fortuna Union Elementary School District and Rohnerville School District in Humboldt County	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt a Negative Declaration concluding 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, but periodically has reviewed and acted upon similar issues.

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). The CDE completed the CEQA Initial Study (Attachment 2). The study describes the project and its potential impacts on the environment.

The proposed unification initially was scheduled for SBE action in January 2006 but was postponed upon receipt of a request from the Humboldt County Superintendent of Schools to withdraw the unification from SBE consideration. However, in anticipation of the January 2006 SBE action, a copy of the Initial Study and Negative Declaration, concluding that the proposed unification would not have any significant effects on the environment, was filed with the State Clearinghouse for state agency review in November 2005. Also, the Humboldt County Clerk's Office, the Fortuna Union High School District, the Fortuna Union Elementary School District, and the Rohnerville School District posted a copy of the Initial Study and Negative Declaration for a 30 day public review during December 2005. No comments from either the state or public review period were received by the CDE. A notice of the availability and intent to consider a Negative Declaration for the proposed unification and the location and time of the November 2006 public hearing have been published in a local newspaper of general circulation.

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 Fortuna Union High School District, Fortuna Union Elementary School District, and Rohnerville School District in Humboldt County (66 Pages)

PROPOSED NEGATIVE DECLARATION

Project: Unification of the Fortuna Union High School District in Humboldt 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

Fortuna Union High School District
379 12th Street
Fortuna, CA 95540

Fortuna Union Elementary School District
843 L Street
Fortuna, CA 95540

Rohnerville School District
2800 Thomas Street
Fortuna, CA 95540

Project Description

The Governing Boards of the Fortuna Union High School District (FUHSD), the Fortuna Union Elementary School District (FUESD), and the Rohnerville School District (RSD) propose to unify, i.e., merge, the three districts into a single unified district. FUHSD, FUESD, and RSD are located in south central Humboldt County, California. FUHSD serves 1,205 students in grade levels nine through twelve, whereas FUESD and RSD have enrollments of 790 and 662 kindergarten through eighth grade students, respectively. Together, the three districts serve 2,657 students. Bridgeville School District (SD), Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD comprise the remainder of FUHSD, and secondary students residing in these districts would continue to attend their same high schools.

FUHSD has a single school site, which contains one comprehensive high school (Fortuna High School) with 1,110 students in ninth through twelfth grade and one continuation school (East High School) with 95 students in tenth through twelfth grade. An adult education program also is operated by FUHSD on this site. The school site is located in the city of Fortuna. FUESD has two school facilities in Fortuna. Fortuna Middle School serves 345 fifth through eighth grade students and South Fortuna Elementary School serves 445 kindergarten through fourth grade students. Students from FUESD move on to FUHSD for their secondary education. RSD also has two school facilities in Fortuna. Ambrosini Elementary School serves 298 kindergarten through third grade students and Toddy Thomas Elementary School serves 364 fourth through eighth grade students. As with FUESD, students from RSD move on to FUHSD for their secondary education.

All three districts currently have separate administrative structures (e.g., superintendent, management committee, business office and student support services). There are separate administrative facilities for each of the three districts—district administrative offices for each district are located in one of the district's school facilities.

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.

_____ _____
Executive Director 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 FORTUNA UNION HIGH SCHOOL DISTRICT, FORTUNA UNION ELEMENTARY SCHOOL DISTRICT, AND ROHNERVILLE SCHOOL DISTRICT IN HUMBOLDT 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

September 26, 2005

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PROPOSED NEGATIVE DECLARATION

Project: Unification of the Fortuna Union High School District in Humboldt 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:

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Project Description

The Governing Boards of the Fortuna Union High School District (FUHSD), the Fortuna Union Elementary School District (FUESD), and the Rohnerville School District (RSD) propose to unify, i.e., merge, the three districts into a single unified district. FUHSD, FUESD, and RSD are located in south central Humboldt County, California. FUHSD serves 1,205 students in grade levels nine through twelve, whereas FUESD and RSD have enrollments of 790 and 662 kindergarten through eighth grade students, respectively. Together, the three districts serve 2,657 students. Bridgeville School District (SD), Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD comprise the remainder of FUHSD, and secondary students residing in these districts would continue to attend their same high schools.

FUHSD has a single school site, which contains one comprehensive high school (Fortuna High School) with 1,110 students in ninth through twelfth grade and one continuation school (East High School) with 95 students in tenth through twelfth grade. An adult education program also is operated by FUHSD on this site. The school site is located in the city of Fortuna. FUESD has two school facilities in Fortuna. Fortuna Middle School serves 345 fifth through eighth grade students and South Fortuna Elementary School serves 445 kindergarten through fourth grade students. RSD also has two school facilities in Fortuna. Ambrosini Elementary School serves 298 kindergarten through third grade students and Toddy Thomas Elementary School serves 364 fourth through eighth grade students. FUESD and RSD students move on to FUHSD for their secondary education.

All three districts currently have separate administrative structures (e.g., superintendent, management committee, business office and student support services). There are separate administrative facilities for each of the three districts—district administrative offices for each district are located in one of the district's school facilities.

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.

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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.

_____ _____

Executive Director 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 Fortuna Union High School District (FUHSD) with the Fortuna Union Elementary School District (FUESD) and the Rohnerville School District (RSD), located in central Humboldt 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 FUHSD and its eight component elementary school districts are proposing this 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 California State Board of Education.

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.
- **Chapter 5:** List of Preparers. This chapter identifies those people who prepared the document.

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 *CCR* Section 15070(a), 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 *CCR*.

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 responding to the IS/ND should 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 offices at the address above. Comments may also be provided on this IS/ND at a public hearing scheduled for January 12, 2006, at 10:00 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 Fortuna Union High School District (FUHSD) with the Fortuna Union Elementary School District (FUESD) and the Rohnerville School District (RSD). The unification would result in creation of a single unified district that would be named by a newly elected governing board. Six other elementary school districts are components of the FUHSD but are proposed for exclusion from the unification. These districts are Bridgeville School District (SD), Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD. After unification, the high school students from these districts would attend the same schools that they currently attend.

2.2 Project Location and Setting

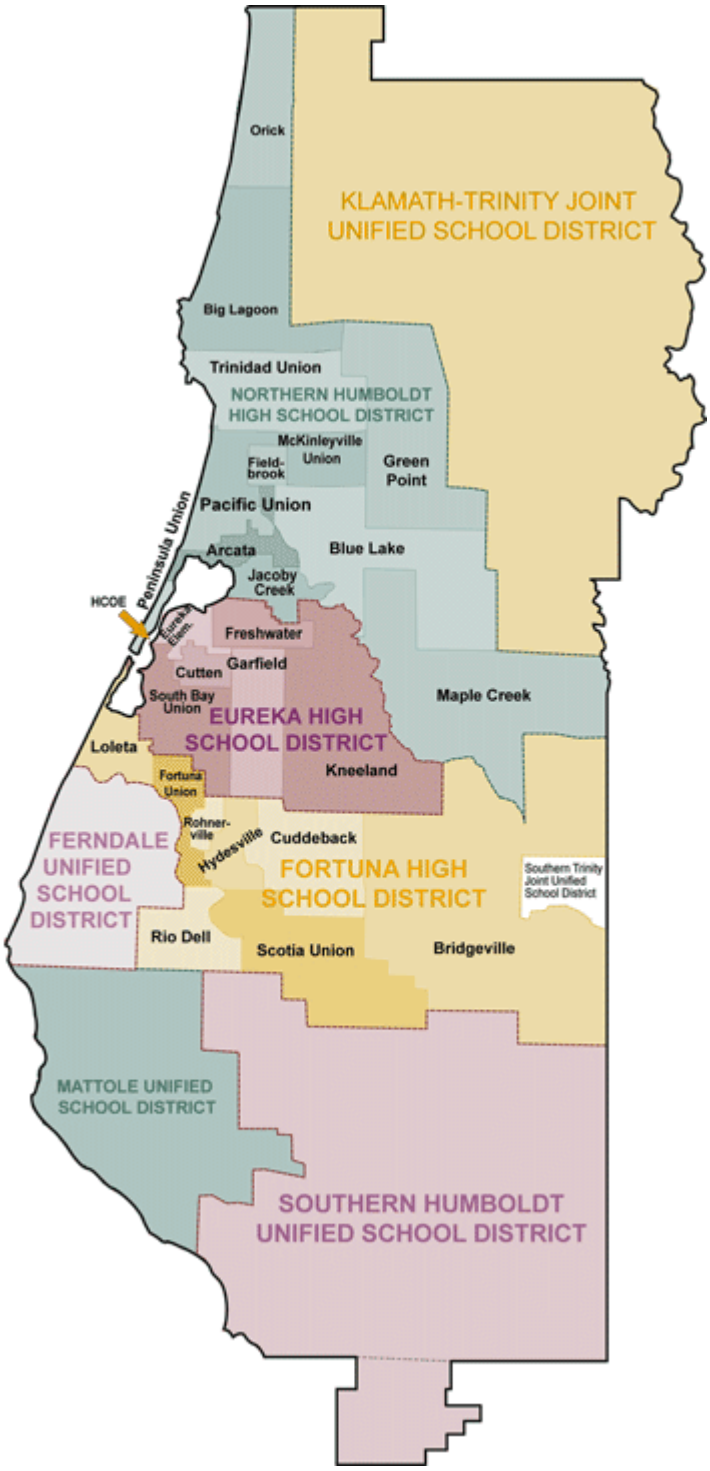
FUHSD encompasses the city of Fortuna and surrounding unincorporated areas of central Humboldt County. The city of Fortuna lies along the Eel River, approximately 10 miles from the point it drains into the Pacific Ocean. Toward the coast (west of Fortuna), the Eel River spreads out on a coastal plain. The terrain north and east of the city is characterized by National Forest and industrial timberland. Fortuna (population 10,497) is located approximately 20 miles on State Highway 101 from Eureka (population 26,128), the Humboldt County seat (2000 U.S. Census). The elevation in the city of Fortuna is 61 feet above mean sea level. Because of the coastal influence, the climate is generally mild with low temperatures ranging from 39 (winter) to 53 (summer) degrees Fahrenheit and high temperatures ranging from 55 (winter) to 70 (summer) degrees Fahrenheit. The area receives occasional snow in the winter and approximately 47 inches of rain throughout the year.

FUHSD serves 1,205 students in grade levels nine through twelve, whereas FUESD and RSD have a combined enrollment of 1,452 kindergarten through eighth grade students. Together, the three districts serve 2,657 students (CBEDS 2005). Secondary students residing in the Bridgeville SD, Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD would continue to attend their same high schools and, therefore, are included in the FUHSD and total enrollment numbers.

FUHSD has a single school site, which contains one comprehensive high school (Fortuna High School) with 1,110 students in ninth through twelfth grade and one continuation school (East High School) with 95 students in tenth through twelfth grade. (CBEDS 2005; FUHSD 2005). An adult education program also is operated by FUHSD on this site. The school site is located in the city of Fortuna.

FUESD has two school facilities in Fortuna. Fortuna Middle School serves 345 fifth through eighth grade students and South Fortuna Elementary School serves 445 kindergarten through fourth grade students. Students from FUESD move on to FUHSD for their secondary education. RSD also has two school facilities in Fortuna. Ambrosini Elementary School serves 298 kindergarten through third grade students and Toddy Thomas Elementary School serves 364 fourth through eighth grade students. As with FUESD, students from RSD move on to FUHSD for their secondary education.

All three districts currently have separate administrative staffs (e.g., superintendent, business office and student support services). Each district's administrative staff is housed on a school site within the district–no affected district has a facility solely for administration. Exhibit 2-1 shows the boundaries of each of the Humboldt County school districts, including the boundaries of FUHSD, FUESD, and RSD.



Humboldt County School District Boundaries **Exhibit 2-1**

2.3 Project Objectives

The FUESD and the RSD are both kindergarten through eighth grade school districts serving students living in the greater Fortuna area. Both districts send their eighth grade graduates to the FUHSD. The districts, in an effort to create greater efficiencies, already have explored options for sharing some administrative functions. Through these efforts, the administrative staffs of the three districts, as well as the governing boards, have determined that unification would be in the best long-term interests of the districts and their students. Among other benefits, the proposed unification would provide:

- 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.

Additionally, the proposed reorganization would consolidate the boundaries of two elementary school districts that serve students from the same community. Currently, the boundary line between FUESD and RSD divides a housing subdivision, creating a situation in which close neighbors send their children to different school districts.

2.4 Proposed Project

2.4.1 Project Background

FUHSD provides secondary education opportunities to eight elementary school districts (also known as “component” districts). The proposed unification of FUHSD with two of its component districts (FUESD and RSD) is the subject of this Initial Study/proposed Negative Declaration. The other six component school districts, Bridgeville School District (SD), Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD, support the unification but desire to be excluded from the unification process and remain as independent school districts, as allowed under *Education Code* Section 35542(b).

In January 2004, the proposed unification process was initiated by petition from the governing boards of FUHSD and its component school districts, prepared pursuant to *Education Code* Section 35700(d) and Section 35542. On January 26, 2004, the Humboldt County Superintendent of Schools verified that the petition was valid. The County Committee held two public hearings, one on March 24, 2004, and the second on May 11, 2004, in the affected school district areas.

Before a recommendation for the petition was adopted by the County Committee, a feasibility study was conducted by the Humboldt County Office of Education. The feasibility study evaluated whether the proposed unification substantially met the state conditions for reorganization, or unification. On June 29, 2004, the County Committee adopted the findings of the feasibility study and recommended that the California State Board of Education (SBE) approve the unification (Humboldt County Office of Education, 2004).

The County Committee then forwarded the proposed unification petition to the SBE, which is now considering the proposed unification. A public hearing has been scheduled for 10:00 a.m. on January 12, 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 California Department of Education 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 of districts, 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 that have occurred related to the proposed unification. The table also outlines a schedule for the remaining activities that would occur should the SBE approve the proposed unification at its January 12, 2006, meeting. If approved by the electorate, the proposed 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
November 2003 – January 2004	Approval of Unification Resolutions/Petitions by Affected Governing Boards
January 2004	Humboldt County Superintendent of Schools Verifies Petition is Valid
March 2004 and May 2004	Public Hearings in the Affected School Districts
June 2004	Humboldt County Committee on School District Organization Approves Unification and Forwards Petition to the California State Board of Education
January 2006	California State Board of Education Public Hearing to Consider Approval of Proposed Unification Petition and Approval of this Initial Study/proposed Negative Declaration
January/February 2006	Humboldt 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 unification 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 offices of the three districts, detailed discussion with the school districts' and Humboldt County Office of Education administrative staffs, and careful review of the studies 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. The districts anticipate that the unification will reduce the number of staff performing multiple functions rather than reduce staffing levels (Superintendent meeting, 2005). 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 FUESD and RSD already advance to FUHSD for their secondary (high school) education, unification would not require additional or changed school facilities. The districts are considering modernization or expansion plans for existing school facilities; however, these plans are unrelated to the proposed unification. FUHSD will begin the final phase of its modernization (with a $1.5 million general obligation bond approved in September 1999). Modernization will include the replacement of the portable building currently housing the continuation high school program. FUESD has been exploring modernization of its facilities, but those plans have been put on hold because funding is unavailable. RSD has qualified for new construction funding to add a wing to the existing Ambrosini Elementary School. RSD has qualified for new construction funding for this wing and the district currently is collecting developer fees to meet the local match for that state funding (Superintendent meeting, 2005). Any future need to construct a new school would be driven by projected population growth and associated increases in student enrollment independent of the unification process.

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 Fortuna Union High School District in Humboldt 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:	Fortuna, Humboldt County, California
5.	Project Sponsor's Name and Address:	Governing Boards of Fortuna Union High School District (FUHSD), Fortuna Union Elementary School District (FUESD), and Rohnerville School District (RSD): FUHSD: 379 12th Street, Fortuna, 95540 FUESD: 843 L Street, Fortuna, 95540 RSD: 2800 Thomas Street, Fortuna, 95540
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 Fortuna Union High School District (FUHSD), Fortuna Union Elementary School District (FUESD), and Rohnerville School District (RSD) school sites on September 14, 2005. There are over 20 churches located in the city of Fortuna (Fortuna Chamber of Commerce) with many located in the vicinity of school sites of FUHSD, FUESD, and RSD. While the segment of State Route (SR) 36 located between Highway 101 (near Fortuna) and the Trinity County border is listed as an eligible state scenic highway, it is not currently an officially designated scenic highway (Caltrans, 2005) and no school sites in any of the three districts are located along this segment of SR 36.

FUHSD, FUESD, and RSD schools are located within the city of Fortuna (population – 10,225). The immediate area surrounding each of the school sites is primarily characterized by small city residential properties.

Discussion

a) Have a substantial adverse effect on a scenic vista?

State Highway 101 near Fortuna is a viewshed point in Humboldt County—traveling north on Highway 101 Humboldt Bay, the Pacific Coast, the Eel River, and Eureka are in view; traveling south, the Eel River and coastal mountain ranges are in view (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004). No FUHSD, FUESD, or RSD school sites are between Highway 101 and any of these view points. 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?

Because no FUHSD, FUESD, or RSD school sites are located along the segment of SR 36 listed as an eligible state scenic highway 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 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 FUHSD, FUESD, or RSD school sites are located at the Highway 101 viewshed points. 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 ten acres unless otherwise specified. However, extensive mapping of soil types has not been completed in Humboldt County; therefore, that county is not included in the FMMP.

County soils have been mapped and rated according to the Storie Index Grade. The Storie Index rates soils from Grade one (soils well suited to agricultural purposes) to Grade six (poor suitability to agriculture). The Lower Eel watershed (between the city of Fortuna and the Pacific

Coast) has Humboldt County's greatest amount of agricultural land in production and by far the most Grade one soils.

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. About 80 percent of the agricultural resources in Humboldt County are secured in agricultural preserves under the Williamson Act. Many of these agricultural preserves are located between the city of Fortuna and the Pacific Coast (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004).

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

FUHSD, FUESD, and RSD are located in the North Coast Air Basin (NCAB), which encompasses three air quality management districts—Mendocino County, Northern Sonoma County, and North Coast Unified. The North Coast Unified Air Quality Management District (NCUAQMD) includes all of Humboldt, Del Norte, and Trinity Counties (NCUAQMD, 2005).

The NCUAQMD is responsible for regulating and monitoring air quality in Humboldt County. 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 NCAB is designated as non-attainment with respect to state suspended particulate matter (PM_{10}) standards and is unclassified with respect to fine suspended particulate matter ($PM_{2.5}$) and visibility reducing particles. The NCAB is designated attainment for ozone, carbon

monoxide, and all other criteria air pollutants (California Air Resources Board, 2005). The NCUAQMD is responsible for preparing plans that demonstrate how attainment will be achieved for PM_{10} standards in Humboldt County.

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 NCUAQMD air quality planning efforts, since NCUAQMD 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 NCAB under the jurisdiction of the NCUAQMD. The NCAB is designated as non-attainment with respect to state suspended particulate matter (PM_{10}) standards. As discussed above in items (a) and (b), operation of 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 NCUAQMD 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 for which the region is designated non-attainment. 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 FUHSD, FUESD, and RSD school sites on September 14, 2005. The immediate area surrounding each of the school sites is primarily characterized by small city residential lands as part of the city of Fortuna. Surrounding the city of Fortuna are a variety of wildlife habitats. The Lower Eel watershed (between the city of Fortuna and the Pacific Coast) is characterized by wetland and riparian habitat areas, with a variety of agricultural crops and annual grasses as the primary vegetation. Redwood habitats are found to the east of Fortuna (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004).

No documented rare or endangered species reside within the Fortuna area; however, peregrine falcons and bald eagles occasionally are present in the riparian habitat areas. In addition to the raptors, these riparian habitat areas attract many other types of land birds, including song birds and upland game birds. The Eel River Delta is an important part of the coastal flyway, with over 200 species of birds known to visit this area. The largest remaining native coho salmon population in California utilizes the Eel River. Other fishes in the river include fall-run chinook salmon, steelhead trout, coastal cutthroat trout, green sturgeon, and Pacific lamprey. All creeks surveyed by the Department of Fish and Game in the Fortuna area receive salmon and steelhead runs, or contain a resident trout population. The Lower Eel watershed serves as an important migration route for the anadromous fishes, but does not serve as a spawning ground (Eel River Watershed Management Area, 2005).

Discussion

a) Have a substantial adverse effect, directly or through habitat modifications, on 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 Humboldt County, culturally sensitive areas are sites that have special importance to Native Americans. Geographically, these sites primarily are along coastlines and riverbanks. Three-quarters of the Humboldt County culturally sensitive sites maintained in North Coastal Information Center records are located along rivers and major tributaries. Before European settlement, Humboldt County was home to nearly a dozen distinct tribes. The Lassik Tribe was concentrated in the Lower Eel watershed area, considered a medium density cultural resource site (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004).

There are no California State Historical Landmarks in the Fortuna area. There is one architecturally significant nineteenth-century home (Gushaw-Mudgett House) located in Fortuna that is recognized on the National Registrar of Historic Places (2005). This home is located less than a quarter mile from Fortuna Middle School (FUESD) and less than a half mile from Fortuna Union High School (FUHSD). Within the Fortuna area, the largest concentration of historic buildings is found in Hydesville and Rohnerville.

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

According to the Humboldt County General Plan (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004), the Eel River Basin is mountainous area "underlain by a deformed, faulted, locally sheared, and, in part, metamorphosed accumulation of subducted continental margin deposits." Almost the entire bedrock underlying the Eel River basin is sedimentary and metasedimentary. The Lower Eel watershed contains some Coastal Belt rocks and is comprised of over 50 percent Cenozoic Sedimentary rocks.

Humboldt County and the Lower Eel watershed is one of the most seismically active areas in California. There are numerous historically active faults in the county, including the San Andreas Fault, the Falor-Korbel fault, the Trinidad and Big Lagoon Faults, and the Cascadia Subduction Zone. There are five Alquist-Priolo Special Study Zones designated in the county, including one for the Fortuna area.

Seismic hazards in the county include earthquake ground shaking, surface fault rupture, liquefication, and tsunami potential. Other geological hazards include landslides and soil stability. The steeply sloped terrain in the area contains highly erosive soil types and seasonal rains make soil erosion a pervasive problem. Seiches are not a great concern in the county, and the risk of subsidence is considered very low (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004).

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 number of historically active faults in Humboldt County that could expose people or structures in the project vicinity to hazards associated with fault rupture. Further, the Fortuna area lies within an Alquist-Priolo Special Study Zones. 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 described above, are a number of historically active faults in Humboldt County. A potential for ground shaking 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 Humboldt County 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 exist in the foothills and hilly terrain areas of Humboldt County, where some FUHSD, FUESD, and RSD territories are located. 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

There are 54 leaking underground fuel tank (LUFT) sites located in the Fortuna area. LUFTs located at Fortuna High School and Toddy Thomas School are listed by the State Water Resources Control Board (SWRCB). However, those two LUFT cases are considered closed by the SWRCB. Although Humboldt County has 13 underground storage tank sites, none are

located in the Fortuna area (GeoTracker, 2005). There are no other hazardous materials issues known to exist near the school sites or administrative offices of the three 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 at FUHSD, 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 include consolidating FUHSD, FUESD, and RSD 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 this 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?

The RSD school sites are located within two miles of the Rohnerville Airport. However, the proposed unification would have no effect on existing conditions related to the airport. 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 include consolidating three 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?

Forest fire hazards exist in varying degrees over about three-quarters of Humboldt County, including the redwood areas around the city of Fortuna. 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

Humboldt County is part of the Klamath-North Coast Hydrological Basin Planning Area, which extends from the Oregon border to the Russian River basin. The Lower Eel planning watershed

(in which Fortuna is located) is one of 12 planning watersheds in the county. The most prominent hydrologic feature in this area is the Eel River, which empties into the Pacific Ocean. There are numerous smaller rivers and streams that empty into the Eel River. During periods of unusually heavy rainfall, water run-off into the narrow canyons and river valleys in which these rivers and streams flow is extensive.

The Eel River Valley is in the North Coast Hydrologic Area and is part of the California Coastal Basin Aquifer. The Eel River Valley relies on both surface and groundwater to meet demand. Surface water quality in and along the Eel River is plagued by stream sedimentation due to the highly erosive soils and heavy run-off in the area. Sedimentation in small streams that flow into the Eel River causes localized flooding, which, in turn, accelerates sedimentation due to changing stream channels. The 85 dairy farms in the general Fortuna area are pollution concerns, with manure management problems and areas where cattle have direct access to stream banks (Eel River Watershed Management Area, 2005).

In general, the quality of the groundwater in the Fortuna area is acceptable for most uses. However, concentrations of iron and manganese greatly exceed the maximum contaminate level established by the California Safe Drinking Water Act. Shallow wells along the Eel River and the dune sands are subject to inflows of brackish water and seawater, especially during times of excessive water withdrawals or minimal recharge. Such conditions probably account for higher than recommended chloride concentrations in the drinking water (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004).

In the Fortuna area, 100-year flood areas are limited to land adjacent to river and stream beds. The Eel River Delta is the largest single dryland flood zone in the county.

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 FUHSD, FUESD, and RSD. 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 are not a great concern in Humboldt County. Further, 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 FUHSD, FUESD, and RSD school sites on September 14, 2005. The land uses in the immediate area surrounding each of the school sites is primarily characterized by small city 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 include consolidating three 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 Humboldt County include aggregate (sand and gravel), shale, stone (base and subbase), and clay. The most important resource in terms of abundance, demand, and economic value is aggregate. Sand, gravel, and crushed stone are building materials, and constitute crucial resources in the region. Currently, no sand or gravel is exported from the county. Aggregate resources are concentrated along the Eel River-Van Duzen River, accounting for three-quarters of the extracted aggregate in Humboldt County. Numerous aggregate extraction sites are located along the Eel River in the Fortuna area (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004).

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

Humboldt County utilizes the land use noise compatibility matrix as the standard for General Planning and zoning purposes. The major sources of noise in Humboldt County include highway corridors, railroads, and airports. The Fortuna area, where FUHSD, FUESD, and RSD are located, is along the Highway 101 corridor and is served by the Northwestern Pacific Railroad and the Rohnerville Airport (Humboldt County's second busiest airport). Main Street and State Highway 36 are other sources of noise in the Fortuna area. Noise levels in Humboldt County, even in the larger cities, are generally within acceptable limits. Typical noise levels in noise-sensitive areas of unincorporated Humboldt County are in the range of 46 to 63 L_{dn}, with the quietest areas being those that are removed from major transportation-related noise sources and local industrial or other stationary noise sources (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004).

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?

The district boundaries of RSD, and the school sites therein, are located within two miles of the Rohnerville Airport. However, 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 2000 U.S. Census, Humboldt County has a population of 126,518 people. FUHSD, FUESD, and RSD school facilities are located in Fortuna, with a population of 10,497 persons in 4,401 total housing units. The remainder of the Fortuna Census County District had 4,506 people for the 2000 Census. Fortuna is the second fastest growing city in Humboldt County, increasing its population almost 20 percent from 1990 to 2000. With an adequate supply of land and availability of public facilities, the Fortuna area growth rate should remain high relative to the rest of the county (Humboldt County General Plan Update, Building Communities Report, 2004).

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 Humboldt County Sheriff's Office provides law enforcement in the unincorporated areas of the county. The Eureka Main Station of the Sheriff's Office provides law enforcement for the unincorporated area around Fortuna (Humboldt County Sheriff's Office, 2005). The city of Fortuna receives police services from the Fortuna Police Department (Fortuna Police 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 Fortuna (Lower Eel) 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 (Humboldt County Draft Master Fire Protection Plan, 2005). The general Fortuna area receives fire protection services through the Fortuna Fire Protection District. The city of Fortuna itself is served by the Fortuna Volunteer Fire Department with equipment provided by the Fortuna Fire Protection District (Fortuna Fire Department, 2005).

FUHSD's school facilities are described in Chapter 2, Project Description. FUHSD serves eight elementary or "component" school districts, which include FUESD and RSD, as well as following

six schools that are excluded from the unification: Bridgeville School District (SD), Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD. FUESD and RSD school sites also are described in Chapter 2, Project Description. Bridgeville SD, Cuddeback Union SD, Hydesville SD, and Scotia Union SD each have a single school site serving kindergarten through eighth grade. Loleta Union SD has one kindergarten through eighth grade school as well as a kindergarten through twelfth grade charter school. Rio Dell SD has two school sites—a kindergarten through sixth grade school and a seventh through eighth grade school. Students from all eight elementary school districts move on to FUHSD 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 Humboldt County with more than 20 percent of the county protected open space, forests, and recreation areas. Federal and state agencies operate numerous campgrounds, boating facilities, and picnic areas. The Lower Eel watershed contains almost 4,800 acres of parkland, including Humboldt Redwoods State Park, Headwaters Forest Preserve, Humboldt Bay National Wildlife Refuge, Table Bluff Park, and Eel River Wildlife Area. Much of the Eel River has been classified as wild, scenic, or recreational by the California State Legislature and has numerous state and private campgrounds along its length. There also are a number of county and community parks in the greater Fortuna area (Humboldt County General Plan Update, Natural Resources and Hazards Report, 2004).

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

State Highway 101 generally links the city of Fortuna with the rest of California, and much of the populated area of Humboldt County. State Route 36 connects Fortuna with other small communities in Humboldt County and Interstate Highway 5. The Northwestern Pacific Railroad runs through Fortuna and the Rohnerville Airport (Humboldt County's second busiest airport) allows air transport service (Humboldt County General Plan Update, Moving Goods and People Report, 2004).

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 city of Fortuna Public Works Department operates and maintains the city's facilities infrastructures including water treatment and distribution; wastewater collection and treatment, streets and drainage, buildings and equipment; and engineering and administration. The Fortuna area draws its water from the Eel River delta aquifer. Residents in the unincorporated Fortuna Area Community obtain their water from private wells and springs, with the exception of a small number of households that receive water from the Land Water Company, the Campton Heights Water Company, or from the city of Fortuna.

The sewer system in the city of Fortuna processes average dry weather flows without problems—however, Fortuna does experience untreated wastewater discharge into the Eel

River during times of heavy rainfall. There are no city sewer connections outside city limits, although the city wastewater system has capacity for long-term growth and development. Residents in unincorporated areas dispose of waste through individual septic tanks and leach fields.

The seven largest cities in Humboldt County have solid waste services provided by five franchised waste haulers, who also provide service to unincorporated areas around the cities. Solid waste in Humboldt County is collected at two transfer stations then transported to the Cummings Road Landfill, located north of Eureka. The county recently has completed the process to open another landfill, which will occur within an estimated eight years when the Cummings Road site reaches capacity (Humboldt County General Plan Update, Building Communities Report, 2004).

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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CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Proposed Unification of the Fortuna Union High School District with the Fortuna Union Elementary School District and the Rohnerville School District in Humboldt County	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt the proposed resolution disapproving the petition to unify the Fortuna Union High School District (SD), the Fortuna Union Elementary SD, and the Rohnerville SD.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has not heard this item previously, but has acted upon similar unification proposals in the past.

SUMMARY OF KEY ISSUES

Eight elementary school districts (Bridgeville SD, Cuddeback Union SD, Fortuna Union Elementary SD, Hydesville SD, Loleta Union SD, Rio Dell SD, Rohnerville SD, and Scotia Union SD) currently are component districts within the Fortuna Union High SD. Resolutions proposing the unification of the Fortuna Union High SD with the Fortuna Union Elementary SD and the Rohnerville SD [with exclusion of the remaining six component districts pursuant to *Education Code* Section (*EC*) 35542(b)] were submitted to the Humboldt County Office of Education (HCOE) by the governing boards of the Fortuna Union High SD, the Fortuna Union Elementary SD, and the Rohnerville SD. The remaining six component districts supported the unification concept but requested to be excluded from the unification.

The Humboldt County Committee on School District Organization (HCC) found that all of the nine criteria for unification in *EC* 35753(a) are substantially met and, on June 29, 2004, the HCC recommended that the SBE approve the unification proposal.

Subsequent to the HCC recommendation, the Rohnerville SD determined that the unified district would lose eligibility for hardship funding from the Office of Public School Construction. Currently, Rohnerville SD has been awarded hardship funding for a number of facility projects within the district and the loss of eligibility would result in

SUMMARY OF KEY ISSUES (CONT.)

additional costs of approximately $1.6 million. As a result of this finding, the HCC, the Fortuna Union Elementary SD, and the Rohnerville SD no longer support the unification.

CDE staff finds that the unification proposal fails to substantially meet condition nine (no significant negative financial effect on district) in *EC* 35753(a) and recommends that the SBE disapprove the proposal to unify the Fortuna Union High SD with the Fortuna Union Elementary SD and the Rohnerville SD. Staff's analysis is provided as Attachment 1. A proposed resolution disapproving the petition is provided as Attachment 2 for the SBE's consideration.

FISCAL ANALYSIS (AS APPROPRIATE)

Due to the elimination of hardship funding for the Rohnerville SD as a result of unification, local costs to improve current facilities in the Rohnerville SD would increase by approximately $1.6 million. Conversely, the state would save the $1.6 million provided to Rohnerville SD for hardship funding if the unification proposal was approved.

Based on 2004-05 data from the HCOE, and the CDE, the blended Fortuna Union High SD, Fortuna Union Elementary SD, and Rohnerville SD revenue limit, including enhancements due to salary and benefit differentials, is estimated to be $5,697.52 per average daily attendance (ADA) for the new district. The blended, or weighted average, revenue limit per ADA is revenue neutral and does not result in an increase in state costs. It is only the $1.29 million adjustment for salary and benefit differentials that yields new revenues. The revenue limit computation is included as Attachment 6. Increases in Proposition 98 revenue limit funding due to reorganization are not considered as increased costs to the state for purposes of this criterion since these funding increases are provided for in statute and are capped.

No other effects to 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: Letter and enclosures from Janet Frost, Executive Assistant, Humboldt County Office of Education (22 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office)

Attachment 4: Resolutions in Opposition to Unification (5 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office)

ATTACHMENT(S) (CONT.)

Attachment 5: Humboldt County Committee's Report Regarding State Criteria (7 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office)

Attachment 6: September 16, 2005, update to the June 29, 2004, Description of Petition to Reorganize the Fortuna Union High School District, the Fortuna Union Elementary School District, and the Rohnerville School District into a unified school district (4 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office)

Attachment 7: California Department of Education Memorandum, July 19, 2006, to Scott Hannan, Director, School Fiscal Services Division, from Kathleen Moore, Director, School Facilities Planning Division (1 Page) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office)

Attachment 8: Trustee Areas for Proposed Unified School District (3 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE Office)

Attachment 9: Alternative Resolution (1 Page)

PROPOSED UNIFICATION OF THE FORTUNA UNION HIGH SCHOOL DISTRICT WITH THE FORTUNA UNION ELEMENTARY SCHOOL DISTRICT AND THE ROHNERVILLE SCHOOL DISTRICT IN HUMBOLDT 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 disapprove the proposal to form a unified school district from the territory of the Fortuna Union High School District (SD). This proposal specifically excludes the Bridgeville SD, Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD, which are elementary school districts 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

Eight elementary school districts (Bridgeville SD, Cuddeback Union SD, Fortuna Union Elementary SD, Hydesville SD, Loleta Union SD, Rio Dell SD, Rohnerville SD, and Scotia Union SD) currently are component districts within the Fortuna Union High SD. Resolutions proposing the unification of the Fortuna Union High SD with Fortuna Union Elementary SD and Rohnerville SD were submitted to the Humboldt County Office of Education (HCOE) by the governing boards of the districts (Attachment 3). The resolution states that the Bridgeville SD, Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD will preserve their separate identity as component elementary districts pursuant to *EC* 35542(b).

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 January 26, 2005, the Humboldt County Superintendent of Schools determined that the resolution for the unification of the Fortuna Union High SD with the Fortuna Union Elementary SD and Rohnerville SD was sufficient and signed as required by law (Attachment 3).

At a public hearing and deliberation meeting held June 29, 2004, the Humboldt County Committee on School District Organization (HCC) adopted a report prepared by the HCOE, which found that all nine conditions in *EC* 35753(a) were

substantially met. The HCC, on a ten-to-one (10-1) vote, adopted a resolution recommending approval of the unification proposal (Attachment 3).

Subsequent to the HCC recommendation, the Rohnerville SD determined that the unified district would lose eligibility for hardship funding from the Office of Public School Construction. Currently, Rohnerville SD has been awarded hardship funding for a number of facility projects within the district. If the district were to become part of the unified school district, additional costs of approximately $1.6 million because of the loss of hardship eligibility would be incurred. As a result of this finding, the HCC, the Fortuna Union Elementary SD, and the Rohnerville SD adopted resolutions of no support for the unification (Attachment 4).

3.0 REASONS FOR THE UNIFICATION

The Fortuna Union Elementary SD and the Rohnerville SD are both kindergarten through eighth grade school districts serving students living in the greater Fortuna area. Both districts send their eighth grade graduates to the Fortuna Union High SD. The districts, in an effort to create greater efficiencies, explored options for sharing some administrative functions. Through these efforts, the administrative staffs of the three districts, as well as the governing boards, determined that unification would be in the best long-term interests of the districts and their students. The district administrations believed that the proposed unification would allow the realignment of duties for administrative staff, reducing the number of staff performing multiple functions. This could increase the efficiency and effectiveness of district operations, especially in the area of instructional leadership.

Additionally, the proposed reorganization would consolidate the boundaries of two elementary school districts that serve students from the same community. Currently, the boundary line between Fortuna Union Elementary SD and Rohnerville SD divides a housing subdivision, creating a situation in which close neighbors send their children to different school districts.

4. POSITIONS OF SCHOOL DISTRICTS

All districts adopted identical resolutions (Attachment 3), which indicate support for unification of the Fortuna Union High SD under the following conditions:

(a) The Bridgeville SD, Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD shall be excluded from the unification pursuant to *EC* 35542(b); and

(b) The unified district shall be governed by a board comprised of members elected at-large within the territory of the existing Fortuna Union High SD.

After determining that the unified district would lose eligibility for hardship funding from the Office of Public School Construction (OPSC), the Fortuna Union Elementary SD and the Rohnerville SD each adopted resolutions requesting that the districts not be included in the unification (Attachment 4).

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, staff reviewed CDE studies of specific issues related to the proposal and the following information provided by the HCOE:

(a) Petition for the proposed reorganization.

(b) "Description of the Petition to Reorganize the Fortuna Union High School District, the Fortuna Union Elementary School District, and the Rohnerville School District into a Unified School District" adopted June 29, 2004, by the HCC.

(c) "Humboldt County Committee's Report Regarding State Criteria" adopted by the HCC, June 29, 2004.

(d) School Facilities Planning Division analysis, July 19, 2006.

(e) Miscellaneous related reports and resolutions.

Staff findings and conclusions regarding the *EC* 35753 and 5 *CCR* conditions follow.

5.1 The new districts will be adequate in terms of number of pupils enrolled.

Standard of Review

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, 901; high school, 301; unified, 1,501. (5 *CCR* Section 18573(a)(1)(A))

County Committee Evaluation/Vote

The report adopted by the HCC (Attachment 5) noted the following:

(a) The proposed unified district would have an enrollment of 2,590.

(b) Although student enrollment throughout Humboldt County has declined by four percent over the past four years, enrollment in the districts proposed for unification has remained stable.

(c) Enrollment for 2006-07, assuming that other factors remain constant, could be 2,667.

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 four current districts, as well as the combined enrollment for the proposed unified district.

Current Enrollment in Affected Districts

District	2004-05 CBEDS Enrollment
Fortuna Union High SD	1,205
Bridgeville SD	60
Cuddeback Union SD	118
Fortuna Union Elementary SD	790
Hydesville SD	152
Loleta Union SD	391
Rio Dell SD	290
Rohnerville SD	662
Scotia Union SD	291
Proposed Unified SD (Fortuna Union High, Fortuna Union Elementary, and Rohnerville)	2,657

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
2000-01	2,608	-
2001-02	2,533	-2.9%
2002-03	2,609	3.0%
2003-04	2,590	-0.7%
2004-05	2,657	2.6%

Total enrollment in the proposed unified school district exceeds the required 1,501 and has been historically stable over the past five years.

Staff concludes that this condition has been substantially met.

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 HCC considered the following information (Attachment 5):

(a) The Fortuna Union High SD serves the Eel River Valley. In addition to the city of Fortuna (population–12,232), the Eel River Valley contains other small communities, including the towns of Bridgeville (population–685), Carlotta (population–1,068), Hydesville (population–1,196), Loleta (population–1,437), Rio Dell and vicinity (population–3,267), and Scotia (population–1,117).

(b) The city of Fortuna, due to its larger size and central location, serves as the shopping and services center for the area. Fortuna contains a full service hospital and hosts numerous events and festivals that attract residents from all communities in the Eel River Valley.

(c) The two elementary districts included in the unification (Fortuna Union and Rohnerville) both serve students residing in Fortuna and the surrounding area. The elementary school sites of both districts are all within four miles of one another.

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 Fortuna Union High SD area generally have shared a sense of identity over the years through the common shopping, services, and cultural center of the city of Fortuna. This district-wide community identity role of the city of Fortuna 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 Fortuna Union Elementary SD and the Rohnerville SD both currently provide kindergarten through eighth grade education to the students of the city of Fortuna and the surrounding area. Consolidation of the two districts into a single entity providing these education services should increase the community identity of the Fortuna area. The remaining six component elementary districts correspond to the six smaller, more rural, communities in the Eel River Valley, which currently contributes to the community identity of these areas. Assuming the exclusion of these six component districts from the proposed unification, the community identity of these six component districts would be unchanged after reorganization.

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 Fortuna 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 HCC found that this condition was “not applicable” since the property and facilities of the affected districts would not be divided, but become property of the new unified school district (Attachment 5).

Staff Findings/Conclusion

Staff concludes that this criterion has been met. Staff agrees 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 HCC, the Fortuna Union High SD had approximately a $1,465,000 principal balance in outstanding bonded indebtedness (from $1,500,000 in bonds issued on June 8, 2000). The outstanding bonded indebtedness of the high school district will remain the liability of property owners within the entire proposed unified school district.

5.4 The reorganization of the districts will preserve each affected district's ability to educate students in an integrated environment and 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 following table summarizes the 2003-04 CBEDS enrollment data presented in the HCC report (Attachment 5):

*Percentages of Minority and White Students in Affected Districts**

	Minority Students		**White Students**	
District	**1998-99**	**2003-04**	**1998-99**	**2003-04**
Fortuna Union High SD	25.4%	16.8%	74.6%	73.1%
Bridgeville SD	21.7%	21.4%	78.3%	78.6%
Cuddeback Union SD	10.1%	7.2%	89.9%	92.8%
Fortuna Union Elementary SD	20.9%	27.5%	79.0%	72.2%
Hydesville SD	9.9%	7.0%	90.1%	93.0%
Loleta Union SD	42.9%	35.2%	57.1%	59.1%
Rio Dell SD	20.1%	21.7%	79.9%	78.3%
Rohnerville SD	23.7%	17.7%	72.8%	82.3%
Scotia Union SD	19.5%	17.7%	80.5%	82.3%
Proposed unified district	23.7%	20.4%	75.5%	75.0%
Excluded component districts	20.5%	21.8%	79.5%	76.4%
Countywide	23.2%	25.9%	74.4%	71.4%

*Percentages for a given year may not sum to 100 percent because the multiple/no response category is not included in the table.

The report notes that racial/ethnic demographics of the proposed unified district are similar to both the excluded component districts and Humboldt County. The percentage of minority students in the proposed unified district fell from 23.7 percent in 1998-99 to 20.4 percent in 2003-04. This appears to be the result of Native American high school students selecting the “multiple/no response” category rather than Native American category when indicating race/ethnicity. The number of Native American high school students in Fortuna Union High SD fell from 176 to 60 from 1998-99 to 2003-04, while the number of students selecting the “multiple/no response” rose from zero to 117 over the same time period.

Staff Findings/Conclusion

The current (2004-05 CBEDS) percent of minority students in Fortuna 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 and the excluded component districts also are displayed.

Percentage of Minority Students in Affected Districts

District	Percent Minority Students
Fortuna Union High SD	19.3%
Bridgeville SD	6.7%
Cuddeback Union SD	9.3%
Fortuna Union Elementary SD	33.8%
Hydesville SD	7.9%
Loleta Union SD	22.5%
Rio Dell SD	26.9%
Rohnerville SD	17.4%
Scotia Union SD	18.9%
Proposed unified district	23.1%
Excluded component districts	19.0%

The percentage of minority students in the proposed unified district is similar to the percentage in the excluded component districts. It should be noted, however, the percentages displayed in the above table are affected by changing numbers of students selecting the “multiple/no response” category. For example, the percentage of minority students in Bridgeville SD fell from 21.4 percent in 2003-04 to 6.7 percent one year later. This discrepancy likely is attributable to the difference in how many students selected the “multiple/no response” category—no student in Bridgeville SD selected that category in 2003-04, while over 60 percent of the students selected it for 2004-05.

The unification proposes a consolidation of the Fortuna Union High SD with the Fortuna Union Elementary SD and the Rohnerville SD. The six excluded component districts will continue to operate their own kindergarten through eighth grade programs and send secondary students to the new unified district under the same terms and conditions as existed previously in the high school district. Thus, the proposed unification will not cause any student to move from one school to another.

Staff finds that the proposed unification will have no negative effects on (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 any 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 Any increase in costs to the state as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

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 discussed 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 HCC considered a calculation of the base revenue limit (RL) per average daily attendance (ADA) that will result from the formation of the proposed unification. According to this calculation, the new base RL, which was calculated based on 2002-03 data, will be capped at a ten percent increase over the blended base RL of the three affected districts. (*EC* 35735.1)

Staff Findings/Conclusion

CDE staff does not identify any increased costs to the state resulting from the proposed reorganization beyond those permitted by statute.

Based on 2004-05 data from the HCOE, and CDE, the blended Fortuna Union High SD, Fortuna Union Elementary SD, and Rohnerville SD revenue limit, including enhancements due to salary and benefit differentials, is estimated to be $5,697.52 per ADA for the new district. The blended, or weighted average, revenue limit per ADA is revenue neutral and does not result in an increase in state costs. It is only the $1.29 million

adjustment for salary and benefit differentials that yields new revenues. The revenue limit computation is included as Attachment 6. Increases in revenue limit funding due to reorganization are not considered as increased costs to the state for purposes of this criterion since these funding increases are provided for in statute and are capped.

State costs for categorical program entitlements, as well as transportation and regular programs, should not be affected significantly by the proposed reorganization. Typically, funding for these programs would follow the students.

HCOE will have a reduction of approximately $80,500 in direct service funds as a result of the unification. The Fortuna Union Elementary SD and the Rohnerville SD currently are direct service districts, with the HCOE providing nursing and psychologists services with the state direct service funding. The proposed unified district will not be eligible for services provided through direct service funds.

Staff supports the HCC findings that this condition is substantially met.

5.6 The proposed reorganization will continue to promote sound education performance and will not significantly disrupt the educational programs in the districts affected by the proposed reorganization.

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 report adopted by the HCC (Attachment 5) states that unification allows the three unifying districts to develop a common K-12 curriculum. The excluded component districts can coordinate their K-8 curriculum with the secondary curriculum of the new unified district (as they currently do with the high school district). The report further noted that Academic Performance Index (API) scores and ranks for the three unifying districts are very similar.

The HCC did hear testimony at public hearings from teachers and parents who thought the new district would be too large to provide an optimal

learning environment. Other parents and teachers at the hearings spoke in favor of increasing district size because it would result in more educational opportunities for students, especially at the middle school level.

Staff Findings/Conclusion

Schools in the affected districts currently perform well on academic accountability measures. The following table summarizes the 2005 Adequate Yearly Progress (AYP) report, which includes the Academic Performance Index (API) growth scores, for each of the schools.

2005 AYP Criteria

School	District	API Growth	AYP Criteria Met
Fortuna Middle	Fortuna UESD	744	17 of 17
South Fortuna Elementary	Fortuna UESD	745	16 of 17
Fortuna High	Fortuna UHSD	670	14 of 14
Ambrosini Elementary	Rohnerville SD	811	13 of 13
Toddy Thomas Elementary	Rohnerville SD	757	13 of 13

Currently, the affected districts utilize vertical math teams (joint meetings with secondary and elementary staff) to plan math units and discuss concerns and expectations regarding the math curriculum. Establishing a unified school district with a single governing board will have the potential to enhance the articulation 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, middle 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.

Current district administrations believe that the proposed unification will allow the realignment of duties for administrative staff, reducing the number of staff performing multiple functions. So, instead of having 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.

Staff agrees with the HCC’s finding that this condition is substantially met.

5.7 Any increase in school facilities costs as a result of the proposed reorganization will be insignificant and otherwise incidental to the reorganization.

County Committee Evaluation/Vote

The HCC report (Attachment 5) notes that the unification would not create a need for additional school facilities or improvements.

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. The concern that the unification will result in additional costs for facilities projects because of the loss of hardship eligibility would be incurred is considered a fiscal issue for the district (addressed in Section 5.9) and not an increase in school facilities costs.

Staff agrees with the HCC's finding that this condition is substantially met.

5.8 The proposed reorganization is primarily designed for purposes other than to significantly increase property values.

County Committee Evaluation/Vote

The HCC report (Attachment 5) contains the following findings:

(a) The proposed unification involves property in a cohesive community.

(b) Properties on either side of the boundary between Fortuna Union Elementary SD and Rohnerville SD are of equivalent size, quality, and value.

(c) The unification results in combination rather than a separation of districts.

The HCC voted unanimously (7-0) that this condition is substantially met.

Staff Findings/Conclusion

No evidence was presented to indicate that the proposed unification of the Fortuna Union High SD with the Fortuna Union Elementary SD and the Rohnerville 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 continue to promote sound fiscal management and not cause a substantial negative effect on the fiscal status of the proposed district or any existing district affected by the proposed reorganization.

County Committee Evaluation/Vote

The report adopted by the HCC (Attachment 5) notes, based on the 2003-04 Second Interim Report, that:

- June 2004 projected reserve levels for the three affected districts would be: Fortuna Union High SD–15.5 percent; Fortuna Union Elementary SD–8.1 percent; and Rohnerville SD–11.2 percent.

- Combined general fund expenditures total approximately $18.6 million with combined unrestricted reserve levels about $2.3 million.

- The projected unrestricted reserve level of the proposed unified district would be 12.4 percent.

The calculated adjustment to the new unified school districts revenue limit would be capped at ten percent of the affected districts blended base revenue limit. This immediate increase in funding realized by the proposed unified district could be mitigated by an adjustment to salaries and benefits of its employees.

The HCC report 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. However, the HCC subsequently determined that the conditions under which this finding was made have substantially changed. The determination that the new unified district would incur additional costs of approximately $1.6 million because of the loss of hardship eligibility changed HCC's conclusions. The HCC now believes that the unification likely would result in a significant increase in costs to the proposed district and would adversely affect its fiscal status. Thus, the HCC no longer recommends unification of the Fortuna Union High SD. (Attachment 3).

Staff Findings/Conclusion

To assess the financial impact of the proposed reorganization, CDE reviewed information provided by the HCC and affected districts. Review of the information indicates that, if the proposed unification was approved, the reorganization would result in the following:

- 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 unified district will receive more revenue limit funding than would be received by both the combined Fortuna Union High SD, Fortuna Union Elementary SD, and Rohnerville SD. Although revenue limit funding will increase, this increase will reflect the cost to "level up" salaries and benefits in the three districts.

- There will be a reduction of approximately $80,500 in direct service funds to the HCOE as a result of the unification. The Fortuna Union Elementary SD and the Rohnerville SD currently are direct service districts, with the HCOE providing nursing and psychologist services with the state direct service funding. The proposed unified district will not be eligible for services provided through direct service funds.

- Reserve levels for each of the three districts historically have been very healthy. Available reserves (as a percentage of total outgo) for the past three years are presented in the following table.

Available Reserves as Percentage of Total Outgo (2003-04 Audit Reports)

	For the Year Ended		
District	**6/30/2003**	**6/30/2004**	**6/30/2005**
Fortuna Union Elementary SD	10.4%	11.2%	13.0%
Fortuna Union High SD	18.8%	18.5%	19.2%
Rohnerville SD	10.4%	14.5%	13.8%

Staff from CDE's School Facilities Planning Division (SFPD) reviewed the local determination that the new unified district would incur additional costs of approximately $1.6 million because of the loss of hardship eligibility. SFPD concurs with this local finding. The SFPD review is included as Attachment 7.

The CDE staff supports the SFPD findings and the recent HCC findings and recommendation that this condition is not 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. These required findings and recommendations are:

6.1 County Committee Recommendation for the Petition

A county committee must recommend to the SBE approval or disapproval of a petition for reorganization. The HCC voted 10-1 to recommend approval of the proposal to unify the Fortuna Union High SD with the Fortuna Union Elementary SD and the Rohnerville SD. Subsequent to the finding that the new unified district would incur additional costs of approximately $1.6 million because of the loss of hardship eligibility, the HCC unanimously approved a resolution stating that it no longer recommends approval of the unification (Attachment 3).

6.2 Effect on School District Organization of the County

EC 35707 requires a county committee to report whether the proposal would adversely affect countywide school district organization. The HCC report, adopted on a 10-1 vote, indicated that the proposal would not adversely affect countywide school district organization, specifically indicating that any excluded district could be included in the unified district in the future.

6.3 County Committee Opinion Regarding *EC* 35753 Conditions

A county committee must submit to the SBE its opinion regarding whether the proposal complies with the provisions of *EC* 35753. The HCC report, adopted on a 10-1 vote by the HCC, indicated that the proposal complies with all of the nine conditions in *EC* 35753(a). However, the additional costs to the new district as a result of the loss of hardship eligibility has led the HCC to find that conditions under which it originally considered the unification proposal have changed significantly. The HCC now believes that the fiscal condition in *EC* 35753(a)(9) no longer is substantially met (Attachment 3).

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 *Education Code* (commencing with *EC* 35730). These provisions include:

Membership of Governing Board/Trustee Areas

The unification plan approved by the petitioning districts establishes that the governing board of the new district be comprised of members elected at-large within the territory of the existing Fortuna Union High SD. The districts' proposal contained no plans for trustee areas.

However, the HCC heard concerns at the public hearings for the unification proposal that a five-member board, elected at large, would not adequately represent the students in the district. In response to these concerns, HCOE legal counsel developed a plan for five trustee areas—one trustee area representing the current Fortuna Union Elementary SD, one trustee area representing the current Rohnerville SD, and three trustee areas, each encompassing the entire Fortuna Union High SD (Attachment 8). All five trustees would be elected by voters in the entire high school district. The HCC believes that this plan will provide more equitable representation to the areas that will have both elementary and secondary students educated in the new unified school district.

According to the Humboldt County Superintendent of Schools, this trustee area plan has been fully considered and endorsed by the public and school district representatives at meetings of the HCC. Any adjustments to methods of electing the governing boards of existing districts are entirely local issues (*EC* 5019, et seq.). Once the new district is formed, a process to change how trustees are elected can be initiated and approved locally should the new governing board or voters in the district determine that a different trustee configuration would be in the best interests of students, parents, and voters.

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 HCOE, CDE staff obtained an estimated base revenue limit based on 2003-04 data. This base revenue limit computation of $5,697.52 per ADA is contained in Attachment 6.

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.

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 will be divided as a result of the unification proposal. Fortuna Union High SD's outstanding bonded indebtedness will be apportioned to all property owners within the area of the new unified school district.

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 Fortuna 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.

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.

[1] *Board of Supervisors of Sacramento County, et al., v. Local Agency Formation Commission (3 Cal. 4th 903, 1992)*

(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 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 Fortuna 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 six component elementary districts from the unification process, staff recommends the entire Fortuna 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 these six excluded elementary school districts 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

This unification proposal specifically states that Bridgeville SD, Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD are unaffected by the unification proposal, thus assuming exclusion of these component elementary districts from unification of the high school district. However, it is clear from *EC* 35542(b) that only the SBE has authority to approve exclusion of component elementary districts and that such exclusion is discretionary.

CDE Staff Recommendation for Exclusion of Component Districts

Should the SBE approve the unification proposal, CDE staff recommends that the SBE grant the request of the governing boards of the Bridgeville SD, Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD by excluding these districts from the unification. At any time in the future, any component elementary district excluded from the unification action may initiate consolidation with the new unified district.

Although residents of the excluded component elementary 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, this form of unification allows continued self-determination by the voters of the excluded component elementary districts pursuant to *EC* 35542(b).

(a) Voters in the excluded component elementary districts will participate in the election of governing board members for the unified district.

(b) Voters in the excluded component elementary districts 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

EC 35753 and 35754 outline 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 Bridgeville SD, Cuddeback Union SD, Hydesville SD, Loleta Union SD, Rio Dell SD, and Scotia Union SD from the unification. (*EC* 35542(b))

(c) 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* 35730, et seq. 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 2003-04 data would be $5,697.52 per ADA.

2) The governing board of the new unified district would be elected from five trustee areas—one trustee area representing the current Fortuna Union Elementary SD, one trustee area representing the current Rohnerville SD, and three trustee areas, each encompassing the entire Fortuna Union High SD. Voting for the trustees would be at-large.

(d) 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 disapprove the proposed unification of Fortuna Union High SD with the Fortuna Union Elementary SD and the Rohnerville SD because it fails to substantially meet *EC* 35753(a)(9), one of the minimum conditions required for SBE approval. The SBE has authority to approve the unification proposal even if all nine conditions in *EC* 35753 are not met if the SBE finds that an exceptional circumstance exists. CDE finds no exceptional circumstance to justify approval of the unification. A proposed resolution disapproving the unification proposal is included as Attachment 2.

An alternative resolution is provided as Attachment 9 should the SBE decide to approve the unification proposal. The following recommendations are part of this resolution: (1) Bridgeville SD, Cuddeback Union SD, Hydesville SD, Loleta Union

SD, Rio Dell SD, and Scotia Union SD are excluded from the unification; (2) Each member of the governing board of the new district will be elected by voters of the entire unified school districts but must comply with residency requirements established for five trustee areas—one trustee area representing the current Fortuna Union Elementary SD, one trustee area representing the current Rohnerville SD, and three trustee areas that each encompass the entire Fortuna Union High SD; (3) voters in the geographic area of the entire unified district would elect each of the five trustees; and (4) the election area for the unification issue will be the entire Fortuna Union High SD.

CALIFORNIA STATE BOARD OF EDUCATION
November 2006

PROPOSED RESOLUTION

Petition to Unify the
Fortuna Union High School District with the
Fortuna Union Elementary School District and the
Rohnerville School District in Humboldt County

RESOLVED, that under the authority of *Education Code* Section 35754, the proposal to form a new unified school district from the Fortuna Union High School District with the Fortuna Union Elementary School District and the Rohnerville School District, which was filed on or about January 23, 2004, with the Humboldt County Office of Education pursuant to *Education Code* Section 35700(d) and Section 35542(b), 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 Humboldt County Office of Education, Bridgeville School District, Cuddeback Union School District, Fortuna Union Elementary School District, Fortuna Union High School District, Hydesville School District, Loleta Union School District, Rio Dell School District, Rohnerville School District, and Scotia Union School District of the action taken by the State Board of Education.

CALIFORNIA STATE BOARD OF EDUCATION
November 2006

ALTERNATIVE RESOLUTION

Petition to Unify the
Fortuna Union High School District with the
Fortuna Union Elementary School District and the
Rohnerville School District in Humboldt County

RESOLVED, that under the authority of *Education Code* Section 35754, the proposal to form a new unified school district from the Fortuna Union High School District with the Fortuna Union Elementary School District and the Rohnerville School District, which was filed on or about January 23, 2004, with the Humboldt County Office of Education pursuant to *Education Code* Section 35700(d) and Section 35542(b), is hereby approved.

RESOLVED further, that the 2004-05 base revenue limit per unit of average daily attendance for the new unified district is estimated to be $5,697.52 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 Bridgeville School District, Cuddeback Union School District, Hydesville School District, Loleta Union School District, Rio Dell School District, and Scotia Union School District shall be excluded from the action to unify the high school district and residents of the excluded elementary 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 district shall consist of five trustees from five trustee areas—one trustee area representing the Fortuna Union Elementary SD, one trustee area representing Rohnerville SD, and three trustee areas, each encompassing the entire Fortuna Union High SD, 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 Fortuna 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 Humboldt County Office of Education, Bridgeville School District, Cuddeback Union School District, Fortuna Union Elementary School District, Fortuna Union High School District, Hydesville School District, Loleta Union School District, Rio Dell School District, Rohnerville School District, and Scotia Union School District of the action taken by the State Board of Education.

ITEM # 35

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Career Technical Education Framework for California Public Schools, Grades 7 through 12, pursuant to *Education Code* Section 51226.1: Introduction	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) direct the Curriculum Commission to review the draft Career Technical Education (CTE) Framework to ensure the essential components of the document are consistent with the other curriculum frameworks for California Public Schools.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2002, Assembly Bill 1412 (Wright) mandated the establishment of CTE Model Curriculum Standards and Senate Bill 1934 (McPherson) mandated the development of a CTE Framework to accompany the standards. The standards were adopted by the SBE in May 2005.

The draft CTE Framework was developed by staff from Sonoma State University and the CDE, and by members of the Framework Review Committee and 15 Industry Sector Workgroups who helped guide content development. The document has been reviewed extensively by the State Superintendent of Public Instruction's (SSPI's) CTE Advisory Group, and a public review process and two public hearings have been held to solicit input from the public. Feedback and comments have been incorporated whenever possible.

SUMMARY OF KEY ISSUES

The initiating legislation directed the SSPI to seek advice from a number of stakeholder groups in the development of the CTE Model Curriculum Standards and Framework. In 2003, the SSPI appointed a CTE Advisory Group that included classroom teachers, school administrators, parents, postsecondary educators, and representatives of business and industry. In May 2005, the CTE Model Curriculum Standards were adopted by the SBE, and development of the CTE Framework began in June 2005.

In the ensuing months, the CTE Advisory Group, a Framework Review Committee, 15 industry sector workgroups made up of educators and business and industry

SUMMARY OF KEY ISSUES (Cont.)

representatives with expertise in the sectors, and staff from Sonoma State University and the CDE worked to develop the draft framework.

To solicit input from the public, the draft framework was made available in electronic and hard copy format for a 45-day public review process, and public hearings were held in northern and southern California. Notices of opportunities to comment electronically, in writing, and in person were sent to all districts, county offices, CTE professional organizations, and a list of over 450 interested representatives of business, labor, education-related groups, and the general community. Responses were received from 131 persons, 71 percent of whom were classroom teachers. Average ratings for Part I of the framework regarding format, organization, flow, content, tone, and accuracy was 3.56 on a five-point scale (strongly disagree to strongly agree.) Each industry cluster in Part II was rated separately. The Arts, Media, and Entertainment sector generated the largest number of comments, including concerns such as the non-technical nature of the arts, the diversion of CTE funding sources into fine-arts courses, the lack of course sequences in the sector, the scarcity of entry-level jobs in the field, and the lack of an industry advisory committee.

Issues that arose during the development of the draft framework include:

- The unique challenge of creating one framework for 15 industry sectors which include 58 different career pathways. The response was to create a two-part framework, with Part I providing information applicable to all sectors/pathways and replete with examples, and Part II providing individual materials relating to each industry sector and pathway.

- The unique challenge of creating curriculum models for courses that may vary dramatically in the field. Unlike almost all other curricular areas, CTE does not have a relatively uniform or standard division of courses such as found in Algebra I, Biology, or English 11. Therefore, Part I of the framework includes many examples of CTE applications, and Part II contains a variety of pathway course sequences.

- The unique need to offer educators support and guidance in determining appropriate standards for various courses. Because the CTE Model Curriculum Standards are not written by course as other standards are, a special section in Part I addresses how educators and advisory groups can determine which standards are best offered in specific courses.

- The unique need to offer educators support and guidance in translating high-level CTE standards into daily instruction. To provide support for educators in understanding the application of the high-level knowledge and skills included in the CTE standards, Part I provides step-by-step discussion and demonstration of the application process, and Part II offers examples in each pathway.

SUMMARY OF KEY ISSUES (Cont.)

The CTE Advisory Group approved the draft framework as it supports rigorous, relevant CTE programs and instruction, and is representative of the concerns of California's educators and employers.

FISCAL ANALYSIS (AS APPROPRIATE)

Education Code Section 51226.1(d) states that costs incurred by the superintendent in complying with this section shall be covered, to the extent permitted by federal law, by the state administrative and leadership funds available pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. Sec 2301).

CDE Press has estimated editing and printing costs at $160,000. The sale price is estimated at $26.50. If the SBE adopts the framework at its January 2007 meeting, production and distribution will occur in spring 2007.

ATTACHMENT(S)

None

ITEM #36

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
No Child Left Behind Act of 2001, Title II, Part A: California's Response to the U.S. Department of Education's Peer Review of the State Plan for Implementing the Highly Qualified Teacher Requirements	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) consider and approve the actions of the delegated committee on September 26, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the SBE meeting held September 6, 2006, members discussed California's response to the U.S. Department of Education's (ED's) peer review of the State Plan for implementing the Highly Qualified Teacher (HQT) requirements of the No Child Left Behind (NCLB) Act of 2001. At that meeting, a historical perspective of the issue, which follows, and discussion of the protocol to develop a response to the ED was presented to members.

NCLB reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 and expands on major reforms, particularly in the areas of state academic standards, assessment, accountability, and school improvement. The largest single program in NCLB is Title I, Part A, which provides local educational agencies (LEAs), or school districts and charter schools, with additional resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging state academic standards.

Information regarding NCLB Teacher Requirements was announced in December 2002, with the ED releasing its first non-regulatory guidance in January 2003. Between February and June 2003, CDE staff held meetings and discussions regarding the HQT definition and requirements.

Between July 2003 and February 2004, CDE and SBE staff, in collaboration with various stakeholder groups including the California Commission on Teacher Credentialing, the Association of California School Administrators, the California

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

Teachers Association, and the California School Boards Association, developed a definition of HQTs and of the high objective uniform state standard of evaluation (HOUSSE). Regulations defining HQT and the HOUSSE were approved by the SBE at its November 2003 meeting. Another outcome of these meetings was development of the *California NCLB Teacher Requirements Resource Guide* (*Guide)*.

In March and April 2004, regional briefings were held on implementation of the NCLB teacher requirements in 14 county office of education regions; at the same time the *Guide* was posted on the CDE Web site.

On July 6, 2005, the Professional Development and Curriculum Support Division reported on a very successful federal NCLB implementation monitoring visit. The CDE received commendations for the *Guide*. A federal monitoring report was received September 29, 2005, which included 26 items, with 6 “findings”. A response was approved by the SBE and submitted to the ED in November 2005.

In response to the HQT and Improving Teacher Quality State Grants Monitoring Report of June 14-16, 2005, the SBE approved a monitoring process, the NCLB Compliance Monitoring, Interventions and Sanctions (CMIS) program, with implementation beginning in June 2006.

On June 5, 2006, the ED requested that California develop and submit a Revised State Plan detailing actions the CDE and LEAs would take to reach the HQT Goal by 2006-07 and beyond. In response, the CDE developed, and the SBE approved a plan of activities at its July 2006 meeting. The approved State Plan of Activities details specific new short term and long term actions to assist LEAs in reaching the HQT requirements goal in the 2006-07 school year.

On August 15, 2006, the ED notified the CDE and SBE that California’s Revised State Plan of Activities had been reviewed by a panel of teacher quality experts who determined that the Plan partially satisfied three of the criteria but did not meet the remaining three. California was required to make additional revisions and resubmit the Plan by September 29, 2006.

On September 6, 2006, the SBE directed the Title II, Part A State Coordinator and CDE staff to revise the submitted State Plan of Activities to address the ED’s concerns and delegated authority to a subcommittee of SBE members (Joe Nuñez and Johnathan Williams as NCLB liaisons) to approve the Revised State Plan of Activities in order to meet the September 29, 2006, deadline and to meet with CDE staff as necessary.

On September 7, 2006, the National Comprehensive Center for Teacher Quality (NCCTQ) sponsored a one-hour HQT Plan technical assistance webcast. CDE staff participated and conveyed the information to SBE staff.

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

On September 14, 2006, a group of stakeholders representing the California Federation of Teachers, the California Teachers' Association, Public Advocates, Inc., California School Boards Association, Californians Together, and the Association of California School Administrators met with CDE and SBE staff and provided input for the Revised State Plan. Additional input from other stakeholders is expected.

On September 26, 2006, the SBE delegated committee adopted the following motion:

1. Direct the SBE's Executive Director to prepare a summary of the state educational agency's (SEA's) responses to the six requirements identified by the ED, as currently set forth in (1) the last minute memorandum dated September 22, 2006, and (2) the last minute memorandum dated September 26, 2006, and (3) to prepare a cover letter of transmittal, all to be sent to the ED no later than September 29, 2006.

2. Direct SBE staff, working with CDE staff, in light of the truly last minute submission of the two last minute memoranda, to further consider and improve those documents.

3. Direct SBE staff, working with CDE staff, to convene a meeting of interested parties to assist with the further consideration and improvement of the two documents.

4. The delegated committee will reconvene, in a publicly noticed meeting to be held no later than the end of October 2006, to consider for adoption the revised final documents responding to the ED, and to transmit those documents to the ED if approved.

5. The delegated committee's actions will be submitted to the SBE for consideration and approval at its November 2006 meeting.

SUMMARY OF KEY ISSUES

Timeline of HQT Progress

October 21, 2005 — Secretary Spellings issued a letter informing each chief state school officer that, despite the substantial progress being made, states were in danger of not meeting the 2005-06 goal for HQT.

March 8, 2006 — States submitted their HQT data for the 2004-05 school year to the ED.

SUMMARY OF KEY ISSUES (Cont.)

March 21, 2006 — The ED informed states that they would be evaluated against four "good-faith" criteria:

1. The state's definition of HQT must be consistent with federal law and universally applied.

2. States and districts must provide parents and the public with accurate and complete reports on the number and percentage of classes in core academic subjects taught by highly qualified teachers.

3. Reporting of HQT data to the ED must be complete and accurate.

4. States must take action to ensure that inexperienced, unqualified, or out-of-field teachers do not teach poor and minority students at disproportionately higher rates than their peers.

March 8 to May 12, 2006 — The ED assessed HQT data for 2004-05 and previous years, making determinations about whether the states were on track to meet NCLB's HQT requirements as well as the four "good-faith" elements.

May 5, 2006 — The ED notified states in writing of the results of the assessment of their HQT progress and requested them to submit Revised State Plans.

July 7, 2006 — Revised State Plans were due to the ED.

August 15, 2006 — The CDE and the SBE were notified by the ED that California's State Plan of Activities had been reviewed by a panel of 31 respected teacher quality experts and administrators who measured the plans against the Six-Point Protocol for a Successful Plan. The ED has provided states with results of the peer review; the states were grouped into three categories, 9 states had acceptable plans, 39 states partially met the requirements, and 4 states did not sufficiently meet any of the criteria as outlined by the peers. Although California was commended for the recent and ongoing efforts in teacher quality and education reform, it was among the 39 states which must revise their plans according to the peer notes (Attachment 2). For a complete summary of the ED's results of the peer review and the Six-Point Protocol for a Successful Plan, please see Attachment 3. California was informed that its State Plan partially met three of the indicators but did not meet the other three indicators. A Revised State Plan, including "equitable distribution plan", correcting the identified deficiencies must be submitted to the ED electronically by Friday, September 29. Once California's State Plan has been approved, the ED will monitor its implementation.

SUMMARY OF KEY ISSUES (Cont.)

September 26, 2006 — A draft of the Revised State Plan was submitted to the SBE delegated committee as a last minute memorandum dated September 22, 2006. A subsequent draft of the Revised State Plan was submitted to the SBE delegated committee as a last minute memorandum dated September 26, 2006.

The delegated committee directed the SBE's Executive Director to prepare a summary of the SEA's responses as set forth in (1) the last minute memorandum dated September 22, 2006, and (2) the last minute memorandum dated September 26, 2006, and (3) to prepare a cover letter of transmittal, all to be sent to the ED no later than September 29, 2006. The delegated committee also directed SBE staff, working with CDE staff, in light of the truly last minute submission of the two last minute memoranda, to further consider and improve those documents

Additionally, the SBE delegated committee directed SBE staff, working with CDE staff, to convene a meeting of interested parties to assist with the further consideration and improvement of the two documents.

September 28, 2006—A Revised State Plan was submitted to the SBE office for review.

September 29, 2006 — A Revised State Plan was submitted to the SBE office for electronic transmittal to the ED. The Executive Director of the SBE office prepared and submitted a letter of transmittal containing a summary of the last minute memoranda per the delegated committee action.

October 2006 — ED staff will review the Revised State Plans. The SBE staff, working with CDE staff, will convene a meeting of interested parties to assist with the further consideration and improvement of the two last minute memoranda, presented at the September 26, 2006 meeting. The delegated committee will reconvene, in a publicly noticed meeting to be held no later than the end of October 2006, to consider for adoption the revised final documents responding to the ED, and to transmit those documents to the ED if approved. The delegated committee's actions will be submitted to the SBE for consideration and approval at its November 2006 meeting as a last minute memorandum.

FISCAL ANALYSIS (AS APPROPRIATE)

In 2005-06 the CDE received Title II, Part A, Improving Teacher Quality federal funds:

- $2,213,559 for SEA Administration

  - NCLB Legal Office Cost Allocation/FF $ 50,654
  - NCLB Legal Office Cost Allocation/FF $ 12,103
  - Title II – Teacher Quality/FF $ 88,926
  - School & District Accountability $ 179,844

FISCAL ANALYSIS (AS APPROPRIATE) (Cont.)

- o School & District Accountability $ 80,693
- o Title II – Teacher Quality/FF $ 1,801,339

- $5,904,000 for SEA State Activities
  - o $4.35 million for University of California Office of the President (UCOP) Subject Matter Project contracts
  - o $1.554 million Principal Training program
- $322,427,000 for LEA grants

One potential consequence to California for failure to reach HQT goals by the end of the 2006-07 year is withholding certain federal funds.

ATTACHMENT(S)

Attachment 1:	U.S. Department of Education letter from Henry Johnson, Assistant Secretary (2 Pages)
Attachment 2:	Reviewing the Revised State Plans: Peer Review Panel's Consensus Determination from the U.S. Department of Education (11 Pages)
Attachment 3:	U.S. Department of Education Highly Qualified Teachers for Every Child. (2 Pages) (This attachment is available via the World Wide Web at: http://www.ed.gov/nclb/methods/teachers/stateplanfacts.html. A copy of the Highly Qualified Teachers For Every Child is also available for viewing at the State Board of Education Office.)
Attachment 4:	California's Revised State Plan for No Child Left Behind: Highly Qualified Teacher as submitted on September 29, 2006, to the U.S. Department of Education (75 Pages)
Attachment 4a1:	California Compliance, Monitoring, Interventions and Sanctions Participation List (7 Pages)
Attachment 4a2:	All Schools (86 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education Office.)
Attachment 4a3:	General Qualifications Workshop (1 Page)

ATTACHMENT(S) (Cont.)

Attachment 4a4: CMIS Level A, B and C Monitoring, Interventions and Sanctions (2 Pages)

Attachment 4a5: Compliance Monitoring, Interventions and Sanctions (CMIS) Program 2006 Training PowerPoint Presentation (88 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education Office.)

Attachment 4a6: Compliance Monitoring, Interventions and Sanctions Schools (80 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing at the State Board of Education Office)

Attachment 4a7: School District (LEA) Monitoring Protocol (3 Pages)

Attachment 4a8: Self Study School Site (3 Pages)

Attachment 4a9a: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Connections to Higher Education (3 Pages)

Attachment 4a9b: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Connections to Higher Education, Check Sheet for Local Educational Agencies (1 Page)

Attachment 4a10: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Data and Reporting Systems (1 Page)

Attachment 4a11a: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Improving the Quality of Teachers in Hard-to-Staff Schools (11 pages)

Attachment 4a11b: Equitable Distribution Through Recruitment and Retention in High-Needs Districts, Improving the Quality of Teachers in Hard-to-Staff Schools, Check Sheet for Local Educational Agencies (5 Pages)

Attachment 4a12a: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Increasing the Numbers of Highly Qualified Teachers in California (6 Pages)

Attachment 4a12b: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Increasing the Numbers of Highly Qualified Teachers in California, Check Sheet for Local Educational Agencies (6 Pages)

ATTACHMENT(S) (Cont.)

Attachment 4a13a: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Recruiting and Retaining Highly Qualified Teachers in Hard to Staff Schools (9 Pages)

Attachment 4a13b: Equitable Distribution Through Recruitment and Retention in High-Need Districts, Recruiting and Retaining Highly Qualified Teachers in Hard-to-Staff Schools, Check Sheet for Local Educational Agencies (5 Pages)

Attachment 4a14: Monitoring, Intervention, and Sanctions for No Child Left Behind Teacher Requirements (6 Pages)

Attachment 4a15: District/LEA Self-Study (3 Pages)

A last minute memorandum may be submitted with the Revised State Plan of Activities pending the ED's review of the September 29, 2006, transmitted plan.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

August 15, 2006

The Honorable Glee Johnson
President
California State Board of Education
1430 N Street, Suite 5111
Sacramento, CA 95814

Mr. Jack T. O'Connell
Superintendent of Public Instruction
California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

Dear Board President Johnson and Superintendent O'Connell:

To meet the No Child Left Behind (NCLB) Act requirement of having every student on grade level in reading and mathematics by 2014, we must continue working together to ensure that every student has access to a highly qualified, effective teacher.

On May 12, 2006, the U.S. Department of Education requested that your State submit a revised highly qualified teachers (HQT) plan detailing the actions that your agency and the State's local educational agencies will take to ensure that, during the 2006-07 school year and beyond, all teachers of core academic subjects are highly qualified, and that poor and minority children are taught at the same rates as other children by highly qualified and experienced teachers. Similar requests were made to all States because the Department had determined that, although most States have made significant progress over the past four years, none was likely to meet the NCLB requirement of having all classes in core academic subjects taught by a highly qualified teacher by the end of the 2005-06 school year.

Thank you for submitting your revised State HQT plan in early July, as we requested. All the State plans were peer reviewed in late July by panels of readers with expertise in teacher quality and education reform. Enclosed with this letter is a copy of the peer review panel's comments and recommendations for your State.

As you can see, the peer reviewers concluded that your plan had a number of serious deficiencies, including but not limited to the lack of a plan with specific steps adequate to ensure that poor and minority children are taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111(b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB. The Department concurs with this assessment. We recognize the substantial challenge it has been for each of the States to prepare this plan, and while we are encouraged that some States were able to submit complete and comprehensive plans, we also recognize the other States will need additional time and technical assistance to complete their work in this area.

Your plan as submitted was not sufficient for us to conclude that the strategies you have proposed would be sufficient to ensure that your State will reach the goal of having all classes in core academic subjects taught by highly qualified teachers by the end of the 2006-07 school year, and that poor and minority children will be taught at the same rates as other children by highly qualified and experienced teachers. Therefore, we are requesting that you do one of the following:

- Your agency can provide data, which the Department will audit for accuracy, confirming that all core academic subject classes are currently being taught by teachers who are highly qualified to teach them, including supporting data showing that poor and minority children are taught by teachers with similar qualifications and experience as other children; **or**

- Your agency can re-submit a revised State plan, including the "equitable distribution plan," that fully addresses all of the plan's required components and corrects the deficiencies that the peer reviewers identified.

I must also remind you that the Department is taking this issue quite seriously. Whichever option your agency chooses, we will need to receive your full response no later than Friday, September 29, 2006. Please submit all materials **electronically** to HQTplans@ed.gov. If, by September 29, your agency has neither provided evidence that it is in full compliance with these NCLB requirements nor successfully addressed the deficiencies in its revised plan for having all teachers highly qualified, the Department may consider other available remedies to secure the State's compliance. Should your plan be approved, the Department will monitor its implementation.

In the event you decide to strengthen your State plan in a way that can ensure compliance with the NCLB requirements, we are prepared to provide you with any assistance you may require. For instance, we would be pleased to share with you some of the other States' strategies that the peer reviewers found to be particularly promising. For your information, all of the State plans are available through the Department's Web site at www.ed.gov/programs/teacherqual/hqtplans/index.html. We will post the peer reviewer comments on the same page.

If you have any additional questions, please do not hesitate to contact Robert Stonehill (202-260-9737, or robert.stonehill@ed.gov), or Libby Witt (202-260-5585, or elizabeth.witt@ed.gov). Thank you for your further attention to this matter.

Sincerely,

/s/

Henry L. Johnson

Enclosure

Reviewing Revised State Plans

Meeting the Highly Qualified Teacher (HQT) Goal

State: CALIFORNIA

Date: July 27, 2006

Peer Review Panel's Consensus Determination:

_____ The plan is acceptable.

__X __ The plan has the deficiencies described below.

Comments to support determination:

California is to be commended for recent and ongoing efforts to improve its data systems to enable more accurate and useful data to be gathered and analyzed. They have had many challenges in developing such a system, but they appear to have prevailed, even though some of the data will not be available for two or three years. Exactly what data is currently available is the source of considerable confusion, however, since the state's current programs and policies seem in many instances to be informed by existing data, while at the same time, the state indicates that it lacks data to perform many types of analyses. There appear to be many inconsistencies in the report with respect to the availability of various types of data and how it is currently being used to identify and target assistance to schools and districts based on their specific needs. Furthermore, there appear to be direct contradictions in some parts of the report about the availability and uses of data. It would be very helpful if the state provided a chart or table showing which data is currently available and which data will be available at some future point.

Because data was not provided in many instances, it is not possible to evaluate all parts of the plan with assurance. For example, the state describes specific actions that will be taken for schools at different levels of compliance with respect to HQ teachers. Yet the state does not provide data which would show how many LEAs fall into these three categories or whether they can identify the schools at all. Thus, it is crucial for the state to develop some interim data collection methods that will allow them to at least gather preliminary data in order to be able to fulfill these requirements. Until this is accomplished, it is difficult to evaluate many aspects of the plan, since the state will be unable to appropriately identify schools and districts that should be targeted for specific types of assistance, monitoring, and interventions.

The state partially met requirements for indicators 2, 4, and 5. For indicators 1, 3, and 6, the state did not meet the requirements. Recommendations are offered which should assist the state in developing appropriate responses to the reviewers' concerns.

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Y/N/U/NA	Evidence
Yes. Additional information needed.	Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?
No.	Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?
No.	Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?
No.	Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?
No.	Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Y=Yes; N=No; U=Undecided; NA=Not applicable

Finding:

___ Requirement 1 has been met
___ Requirement 1 has been partially met
_x_ Requirement 1 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

The plan includes an analysis of classes taught by teachers who are not HQ. However, the data is collected and analyzed by the state's CMIS staff, and it is not clear how accurate the data is. The state also indicates that they have had problems with data accuracy around HQT status, and these problems are not necessarily resolved. The state is to be commended for its efforts to collect accurate longitudinal student data which will allow them to track mobility of students (CALPADS), and for the development of a teacher identifier system (CALTIDES). However, the current analysis does not bring any data evidence to bear on the staffing needs of schools that are not meeting AYP. Because the state appears to currently lack an accurate data system, it is not yet possible for them to determine staffing needs in particular subject areas or to determine which courses are often taught by HQ teachers. Thus, it appears to be impossible for the state to appropriately evaluate the needs of schools not making AYP.

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Y/N/U	Evidence
No.	Does the plan identify LEAs that have not met annual measurable objectives for HQT?
Yes.	Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?
Yes.	Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

Y=Yes; N=No; U=Undecided

Finding:

___ Requirement 2 has been met
_x_ Requirement 2 has been partially met
___ Requirement 2 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

The state does not present current data that identifies LEAs that have not met annual measureable objectives for HQT. On page 7, they identify specific actions that will be taken for schools or LEAs that are at varying levels of compliance. The plan provides detailed descriptions of what the SEAs are going to do (via CMIS staff) to ensure that LEAs have specific plans for addressing the issues that have prevented them from meeting their annual measureable objectives.

In order to meet the requirements for this indicator, the state will need to document that it currently has and is able to utilize data that will allow it to identify LEAs that have not met their HQT objectives. While they indicate that they are building a data system that will permit that, we wonder whether the current data system in California might be able to provide some preliminary information that can be used for this purpose.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

Y/N/U	Evidence
Undecided.	Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?
Undecided	Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?
Undecided.	Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?
No.	Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?
No.	Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?
No.	Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

Y=Yes; N=No; U=Undecided

Finding:

___ Requirement 3 has been met
___ Requirement 3 has been partially met
_x_ Requirement 3 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

The state outlines how they will communicate with the LEAs that are not meeting their goals, but provides little detail about what types of technical assistance will be delivered beyond phone and email consultation. The state plan indicates on page 7 that they will target schools for assistance based on "significant deficiencies," including AYP. However, they do not provide a clear statement about whether they will target professional development to schools specifically based on AYP. The plan provides a description of general programs and services the SEA provides, but they are not targeted or aligned to address specific LEA needs. In addition, these are nearly all programs that are already in place and have been in place for a number of years, yet there are still existing problems with ensuring 100% HQT.

While the plan discusses policy problems related to different categories of teachers such as special education teachers, it does not identify statewide trends or geographic areas that present challenges. Further, it does not address how they will enable these teachers to become highly qualified. The plan also indicates that the state will conduct a one-time data collection on teachers who are secondary multiple subject teachers. However, it is not clear how this information will be used to further the goal of ensuring 100 HQ teacher status. Moreover, a one-time data collection seems problematic, given teacher mobility, new teachers entering the profession, etc. Furthermore, data needs to be collected at the class level, i.e., which courses are being taught by teachers that are highly qualified to teach that particular course each year.

On page 7, the state indicates that the LEAs will be required to submit plans that include how they are making use of Title II and Title I funds. However, the state plan does not address how the state will use federal resources to increase the number of HQ teachers. There is no indication of how the state will use federal funds for addressing staffing and professional development needs of schools that fail to make AYP.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

Y/N/U	Evidence
Yes.	Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?
Undecided.	Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?
Undecided.	Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school: • in the percentage of highly qualified teachers at each LEA and school; and • in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?
Undecided.	Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

Y=Yes; N=No; U=Undecided

Finding:

___ Requirement 4 has been met
_x_ Requirement 4 has been partially met
___ Requirement 4 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

The state created CMIS (Compliance Monitoring, Intervention, and Sanctions program) to assist LEAs with reporting accurate data and development of HQT compliance plans. However, there is little information on how the state will hold LEAs accountable for fulfilling their plans.

The plan does not address AYP per se, but does include it as part of a "picture" of the schools within the state. They indicate that AYP is one of the variables that will be considered in targeting schools for assistance. However, the state previously indicated that data does not exist to ascertain which schools are in need.

The state describes how they will monitor LEAs in three categories of percent HQTs. This is based on available HQT data. It would be helpful if the state could identify sources of data and how the data will be monitored for accuracy. The state does not address how they will currently monitor whether LEAs attain 100% HQT. They do, however, indicate that there will be data available in summer 2007 that will permit greater accuracy in determining HQT needs and thus providing appropriate corrective action, including professional development.

The state has indicated how it will monitor LEA plans (see above), but there is no indication of what will happen if the LEAs do not meet the goals outlined in their plans. It would be useful to know what will trigger the state to provide specific technical assistance, what types of technical assistance may be provided, and how the states will determine whether the assistance is enabling the LEAs to progress towards meeting the goals outlined in their plans.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will limit the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year to multi-subject secondary teachers in rural schools eligible for additional flexibility, and multi-subject special education who are highly qualified in language arts, mathematics, or science at the time of hire.

Y/N/U	Evidence
Yes.	Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?
Undecided.	Does the plan describe how the State will limit the use of HOUSSE after the end of the 2005-06 school year to the following situations: o Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or o Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.

Y=Yes; N=No; U=Undecided

Finding:

___ Requirement 5 has been met
_x_ Requirement 5 has been partially met
___ Requirement 5 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

The state does provide a description of how HOUSSE will be phased out.

For clarification, the state should describe how the process described on the last paragraph of page 8 differs from HOUSSE. The plan describes a "new verification process for secondary teachers of multiple subjects" to be implemented in March 2007. To be clear that this is not a new HOUSSE procedure, provide a detailed explanation of the purpose of this process and appropriate justification for its use.

While the state provides information about how HOUSSE will be phased out, clarification is still needed on the "new verification process for secondary teachers of multiple subjects."

Requirement 6: The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Y/N/U	Evidence
No.	Does the revised plan include a written equity plan?
No.	Does the plan identify where inequities in teacher assignment exist?
No.	Does the plan delineate specific strategies for addressing inequities in teacher assignment?
No.	Does the plan provide evidence for the probable success of the strategies it includes?
No.	Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

Y=Yes; N=No; U=Undecided

Finding:

___ Requirement 6 has been met
___ Requirement 6 has been partially met
_x_ Requirement 6 has not been met
___ Additional information needed to make determination
_____ Date Requested _____ Submission Deadline

Supporting Narrative:

In their plan, the state writes, "California does not have a significant problem with the equitable distribution of HQTs within districts, but instead, there is an imbalance between districts" (page 9). However, they do not provide any data to document this assertion. In addition, they describe their data source as "NCLB HQT" data, but it is unclear what this data is. Further, indicating that there is not a significant problem implies statistical significance, yet no statistics are presented that would permit us to verify the state's assessment of the equitable distribution of teachers. Baseline data should be provided that shows the current distribution of teachers by HQ status and by experience with respect to high poverty and high minority schools and districts. Tests of significant differences in percentages of HQ and experienced teachers should also be performed in order to establish the current distribution and provide the state with sufficient information to allow it to set reasonable targets for progress in achieving equitable distribution.

The state indicates that they are working towards meeting the goal of ensuring the equitable distribution of HQ teachers in 2014. There are two issues with this statement. First, the equitable distribution of teachers includes experienced teachers, not just those who meet the definition of highly qualified. Second, a plan for the equitable distribution of teachers is currently due and deliverable. The 2014 deadline applies to student achievement, not to teacher qualifications and distribution.

While the state includes several pages under a heading indicating that they are addressing the equitable teacher distribution issue, there is no apparent plan. They have not described the current distribution of teacher qualifications and characteristics, thus, they cannot accurately identify categories or locations of inequities. This results in an approach to the issue that is general and generic, rather than needs-based. While they provide descriptions of a number of efforts designed to bring more teachers into the field, these efforts are not targeted towards helping specific schools and regions, and there is no theory of action that would suggest that they will help rectify inequities in teacher distribution. The state provides no evidence for the probable success of any of the programs that they describe, nor do they suggest which schools and/or LEAs could benefit from these programs or how they might benefit from them. While they provide information on a number of recruiting programs, they do not address equitable teacher assignment. Furthermore, simply recruiting more teachers in high-needs areas will not address the need for equitable distribution of experienced teachers. Finally, the state plan does not address how schools and LEAs will be monitored to document improvements in the equitable distribution of teachers.

U.S. DEPARTMENT OF EDUCATION

Highly Qualified Teachers For Every Child

August 16, 2006

"We know nothing helps a child learn as much as a great teacher. Great teachers are helping us reach our goal of having every child doing grade level work by 2014."

-- Secretary Margaret Spellings

One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge is greatly associated with student learning. In this era of high standards and high expectations, having a highly qualified teacher has never been more important.

The *No Child Left Behind Act [NCLB]* recognizes this. The law requires that all teachers of core academic subjects in the classroom be highly qualified. This is determined by three essential criteria: (1) attaining a bachelor's degree or better in the subject taught; (2) obtaining full state teacher certification; and (3) demonstrating knowledge in the subjects taught.

States have worked hard to meet this goal. Despite notable progress and some innovative ideas, there is still more work to be done. One of the greatest challenges is the need to place good teachers in underperforming schools and high-poverty communities. Studies show that students from low-income families who acquire strong math skills by 8th grade are 10 times more likely to finish college than their peers. But in high-poverty schools, about half of the grade 7-12 math teachers did not major or minor in math in college. Compounding the problem, two-thirds of the nation's K-12 math and science teachers are expected to retire by 2010. [1] As Secretary Spellings has noted, "We don't serve teachers or students well by placing our least experienced teachers in our most challenging environments."

Last fall, the Department of Education announced that states making a good-faith effort to ensure a Highly Qualified Teacher [HQT] in every classroom before the 2006-07 school year may submit a Revised State Plan for accomplishing this goal by the *end* of the school year. States were asked to pay particular attention to the staffing needs of schools "in need of improvement" under *NCLB*, as well as those serving high concentrations of poor and disadvantaged students.

Today the Department announces the findings of a Peer Review of the Revised State Plans. A team of 31 respected teacher quality experts and administrators measured the plans against a six-point protocol of success (*see page 2*). This first round of feedback will help determine how close states are to meeting their goal—and what steps the Department can take to assist them.

The Results

The Department, with input from the panel of experts, determined that:

- Nine states—Kansas, Louisiana, Maryland, New Jersey, New Mexico, Nevada, Ohio, South Carolina, and South Dakota—had plans that were accepted by the peers. All sufficiently addressed the six criteria the peers used in the review; in addition, they received recommendations that need to be incorporated into their plans.
- Thirty-nine states partially met the requirements according to the peers. All must revise their plans according to the peer notes, using the nine accepted states as models when appropriate.
- Four states—Hawaii, Missouri, Utah and Wisconsin—did not sufficiently meet any of criteria outlined by the peers. All will have to submit new plans and must undergo auditing and monitoring of their teacher quality data. [2]

[1] Source: National Commission on Mathematics and Science Teaching for the 21st Century

[2] Total number of states, 52, includes Puerto Rico and District of Columbia

The vast majority of states made a serious effort to develop comprehensive, future-oriented Plans. Some states, such as Ohio and New Jersey, made great strides in meeting certain goals, such as finding new ways to attract good teachers to serve in low-performing schools. The four states that did not adequately address the six-point protocol, however, will now be subject to strict scrutiny by the Department of Education. For those states, the Department will:

- Provide technical assistance and support to assist them in completing their plans by Nov. 1, 2006;
- Conduct audits to ensure that state data is comprehensive and adequate;
- Require them to prepare and resubmit new Revised State Plans that address all six points, correct deficiencies identified by peer reviewers, and include specific steps to ensure that poor and minority children are not disproportionately taught by less qualified teachers; and
- Expect detailed monthly progress reports from the states.

The Six-Point Protocol For A Successful Plan

In evaluating the Plans, the Peer Reviewers examined how states addressed the following six key issues:

(1) A thorough analysis of the data identifying teachers that do not meet HQT requirements, including trends that the State Plan will address;
(2) Steps local districts will take to help teachers quickly attain HQT status;
(3) Technical assistance, programs, and resources the State Education Agency [SEA] will offer to help Local Education Agencies [LEAs] implement their HQT plans;
(4) Actions states will take if LEAs do not ensure all teachers of core academic subjects are highly qualified;
(5) The use of an alternative method to ensure that all teachers are highly qualified (i.e., the state's use of HOUSSE [High Objective Uniform State Standard of Evaluation] procedures); and
(6) Taking steps to ensure that minority students and students from low-income families are not disproportionately taught by inexperienced or unqualified teachers.

Timeline Of HQT Progress

Oct. 21, 2005—Secretary Spellings issued a letter informing each chief state school officer that, despite the substantial progress being made, states were in danger of not meeting the 2005-06 goal for HQT.
March 8, 2006—States submitted their HQT data for the 2004-05 school year to the Department.
March 21, 2006—The Department informed states that they would be evaluated against four "good-faith" criteria:

1) The state's definition of Highly Qualified Teacher must be consistent with federal law and universally applied;
2) States and districts must provide parents and the public with accurate and complete reports on the number and percentage of classes in core academic subjects taught by highly qualified teachers;
3) Reporting of HQT data to the Department must be complete and accurate; and
4) States must take action to ensure that inexperienced, unqualified or out-of-field teachers do not teach poor and minority students at disproportionately higher rates than their peers.

March 8 to May 12, 2006—The Department assessed HQT data for 2004-05 and previous years, making determinations about whether the states were on track to meet NCLB's HQT requirements as well as the four "good-faith" elements.
May 5, 2006—The Department notified states in writing of the results of the assessment of their HQT progress and requested them to submit Revised State Plans.
July 7, 2006—Revised Plans due to the Department.
Sept. 29, 2006—Deadline for most states to submit revisions to Revised Plans based on Peer Review recommendations.
Nov. 1, 2006—Deadline for states under strict scrutiny to complete their new Revised State Plans.

Other Support For Highly Qualified Teachers

- The President's 2007 Budget—includes $2.9 billion to help states meet NCLB teacher quality requirements.
- Title I Funding—school districts are required to use to 5 percent of their Title I funds for HQT purposes.
- Teacher Incentive Fund—funded for the first time in 2006, provides financial incentives to teachers for improved achievement in high-poverty schools.
- Loan Forgiveness—Congress and the President made permanent up to $17,500 in loan forgiveness for highly qualified math and science teachers who choose to serve low-income communities.

CALIFORNIA STATE BOARD OF EDUCATION
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September 29, 2006

UNITED STATES DEPARTMENT OF EDUCATION
400 MARYLAND AVE, SW
WASHINGTON, DC 20202-6200

Letter of Transmittal

Accompanying this letter is the most recent version of the revised state plan for placing a highly qualified teacher in every classroom offering instruction in a core academic subject. The State Board of Education, as the policy-making body for the California Department of Education (CDE) and the state educational agency for purposes of implementing No Child Left Behind, appreciates the assistance and encouragement offered by the United States Department of Education (ED) as states grapple with the challenge of ensuring that every student receives quality instruction.

The revised state plan is the product of intensive labor by staff of the CDE. The State Board commends the efforts of those involved. The scope of this plan and the limited time available to complete it placed great demands on those individuals.

The time limitations and the State Board's schedule also prevented the State Board from conducting a full consideration of the revised document. At the board's meeting on September 6, a draft of the revised plan was not available. Consequently, the board authorized a two-member subcommittee to review and approve a revised plan before submission on September 29. To allow as much time as possible for the CDE staff to complete a revision and to comply with legal requirements for meeting notice, the subcommittee convened on September 26.

At the September 26 meeting, the subcommittee approved a motion that directs board staff, working with CDE staff, to consider and improve drafts of the revised plans submitted September 22 and 26. Two additional drafts became available September 28 and 29. Board staff were directed to organize a meeting of interested parties to help in assessing whether further enhancements are possible. The board subcommittee will subsequently meet during October to adopt recommended changes, if any, and transmit its findings to you. The subcommittee's action will be submitted to the State Board for consideration and ratification at its meeting November 8 and 9.

You desire to have a feasible and effective plan for ensuring all children receive quality instruction. We share that goal and thank you for the advice and counsel available from ED to help us make that goal a reality. As you evaluate our submission, if you have questions about its content or suggestions for its refinement, we would be pleased to have you inform us. Anyone who plays golf knows there is always room for improvement.

In summary, our revised plan addresses the six requirements discussed by peer reviewers and examines the issues encompassed by each of those requirements. We will identify classes in which teacher qualifications are deficient. We will determine the extent to which particular subjects suffer a shortage of qualified instructors. We will target schools that appear to have

[Note, California State Board of Education
November Agenda Item 36 Attachment 4
Hyperlinks updated 01-Apr-2009]

difficulty attracting and retaining highly qualified teachers. These actions will require us to exploit and improve our data-gathering capability, and we are earnestly in the process of doing that.

We recognize that identification only exposes, but does not solve, the problem. Our plan will require LEAs and schools to develop processes for improving the qualifications of their faculty and for recruiting and hiring new teachers who are highly qualified. These activities will be monitored at both the state and local levels. When necessary, corrective assistance will be included to facilitate improvement.

Until all teachers are highly qualified, the distribution of highly qualified teachers will be an important matter. Because it will never be possible for all teachers to be equally experienced, the distribution of experienced instructors will remain a continuing concern. Therefore, the plan gives special attention to the need for a fair allocation of teachers who possess both experience and necessary qualification. These educators help students directly with instruction and indirectly with service as mentors to faculty with less experience or proficiency.

As I previously indicated, much thought and effort has contributed to preparation of this plan. More work will be done as our ideas percolate and our understanding increases. We intend that our campaign to place a highly qualified teacher in every classroom will survive long after the statutes that inspire it have expired.

On behalf of the State Board of Education, the Superintendent of Public Instruction, and the staff members of the board and department, I am pleased to submit the latest version of our plan. Thank you for the assistance you have provided during its preparation. I think you will agree that your efforts and patience have yielded a worthy dividend.

Sincerely,

/s/

Roger Magyar
Executive Director

CALIFORNIA'S REVISED STATE PLAN
for

NO CHILD LEFT BEHIND: HIGHLY QUALIFIED TEACHER

Submitted by
the California State Board of Education
in association with the
State Superintendent of Public Instruction

Sacramento, California
September 29, 2006

[Note, California State Board of Education
November Agenda Item 36 Attachment 4
Hyperlinks updated 01-Apr-2009]

Introduction

To maintain California's position as a world-class leader both economically and technologically, the state must continue to develop and support a world-class educational system. This includes ensuring that there is an adequate supply of highly qualified and effective teachers and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population. The state must also ensure the equitable distribution of the most well-prepared teachers and administrators throughout the state, particularly in low-performing schools that serve a disproportionate number of poor and minority students, English learners, and special education students. Recruiting and developing highly qualified teachers and administrators is the most important investment of resources that local, state, business, and community leaders can make in education.

California's teacher workforce is the largest in the country with more that 300,000 teachers serving a student population of over six million. The California Department of Education (CDE) serves more than 9,223 schools under the local control of more than 1,059 school districts. During the past decade substantial progress has been made in reducing California's teacher shortages. The growing number of teachers without full credentials, created by class size reduction in the mid-1990s, has been reduced by half, from 42,000 in 2000-01 to around 20,000 in 2004-05, approximately 7 percent of the total teacher workforce. Projections are that the demand for teachers will continue to grow through 2014-15.[1]

Over the past decade California's public education system has undergone unprecedented change. The state's standards-based reform movement has transformed the focus and goals of public education, challenged schools to set higher expectations for all students, and hold everyone from superintendent to students responsible for academic performance.[2] Policymakers have focused on improving California's educational system by lowering class sizes in the primary grades, establishing standards across the curriculum, and initiating a standards-based assessment and accountability system. The state's accountability system has been expanded to include new standards tests and the *California High School Exit Examination (CAHSEE).*

As a result of these efforts, California students have continued to improve in academic performance, as indicated by the results of the 2005 Standardized Testing and Reporting (STAR) Program.[3] Test scores in reading and mathematics are up in every grade, and more students are passing the high school graduation exam. In significant part this effort has been aided by a comprehensive state strategy that includes:

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[1] C. E. Esch and others, *The Status of the Teaching Profession, 2005.* Center for the Future of Teaching and Learning, 2005, p. 15.
[2] Jackie Teague, Barbara Miller, and Mary Perry, "Help Wanted: Top Administrators to Lead California's Schools," *EdSource* (March 2001), 1.
[3] 2005 Standardized Testing and Reporting (STAR) Results. California Department of Education.

- High academic expectations in the core subject areas of English–language arts, mathematics, science, and history–social science.
- State Board of Education-approved standards-based instructional materials that give teachers the tools necessary to deliver more rigorous content.
- The statewide STAR Program that provides for the disaggregating of numerically significant subgroups by ethnicity, English-language fluency, disabilities, and economic status. This information allows for local examination of student progress and determination of need for intervention programs and strategies.

Most recently California has dedicated itself to improving the quality and effectiveness of all its teachers. These efforts, in accordance with No Child Left Behind, have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the state. Despite its vast numbers of students, teachers, LEAs, and school sites, California has made huge strides towards making sure all children are taught by highly qualified and effective teachers. Toward this end, California has adopted the following plan to ensure that no child is left behind in the effort to improve education throughout our great state.

California's Revised HQT Plan

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Requirement 1 **Pages 5-19**

The revised Highly Qualified Teacher (HQT) plan must provide a detailed analysis of the core academic subject classes in the State that are currently not being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Requirement 2 **Pages 20-24**

The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Requirement 3 **Pages 25-46**

The revised plan must include information on the technical assistance, programs and services that the SEA will offer to assist LEAs in successfully completing their HQT plans particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

Requirement 4 **Pages 47-49**

The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-2007 school year.

Requirement 5 **Pages 50-53**

The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below)

Requirement 6 **Pages 54-72**

The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Requirement 1: The revised Highly Qualified Teacher (HQT) plan must provide a detailed analysis of the core academic subject classes in the state that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the state where significant numbers of teachers do not meet HQT standards and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

California currently has a variety of data systems used for federal and state reporting requirements related to teacher qualifications. The state has had limited capacity to link individual teacher-subject authorizations with teacher assignments for a particular year. California has been grappling with this problem for many years, but No Child Left Behind (NCLB) has provided the impetus and incentive to yield some meaningful progress in improving and refining education data systems. In March 2006 the California Department of Education (CDE), in cooperation with the California Commission on Teacher Credentialing (CCTC), was given authorization to begin development of a California teacher data system, identified as the California Longitudinal Teacher Integrated Data Educational System (CALTIDES). This system of unique teacher identifiers is to be developed and maintained by the CCTC. All public education agencies, including local educational agencies (LEAs) and the CDE will use these identifiers on all teacher records. The system will be developed in the 2006-07 fiscal year with implementation beginning in 2007-08.

Another NCLB-related activity the CCTC will undertake in 2006-07 will be to acquire more specific individual teacher information from LEAs on the subject areas in which each teacher is certified to teach. This activity will connect authorization, assignment, and NCLB requirements. The information will be available through CCTC's online Application and Credential Search function, allowing LEAs in California or other states, as well as the general public, to view information on the authorization(s) a teacher holds and the subject area(s) in which a teacher is NCLB compliant (~~https://www.teachercred.ctc.ca.gov/teachers/index.jsp~~ [Note, Update 04-Apr-2009, this Web page is no longer, available, visit http://www.ctc.ca.gov/]).

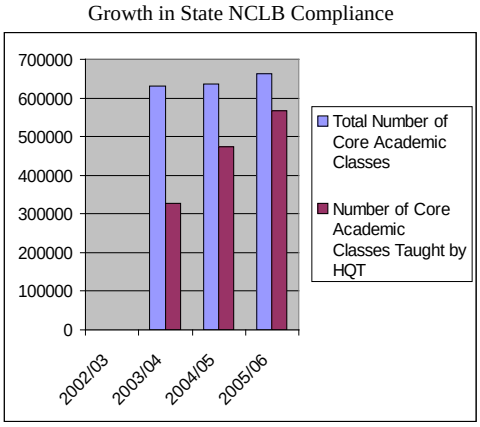
In addition to these improvements in teacher information, California has begun implementation of a comprehensive longitudinal student information system, identified as California Longitudinal Pupil Achievement Data System (CALPADS). In 2005-06 all public school students were assigned a unique student identifier. This system will facilitate the efficient and accurate transfer of student information among school districts. Longitudinal student assessment records will also facilitate more meaningful evaluation of students' educational progress and investment over time; ensure an efficient, flexible, and secure means of maintaining student data to promote student achievement and the effective management of educational resources; and support

efficient and accurate state and federal reporting. Full implementation of CALPADS is expected by December 2008 and of CALTIDES by 2009.

DOES THE REVISED PLAN INCLUDE AN ANALYSIS OF CLASSES TAUGHT BY TEACHERS WHO ARE NOT HIGHLY QUALIFIED? IS THE ANALYSIS BASED ON ACCURATE CLASSROOM-LEVEL DATA?

For the last three years, the CDE has been collecting and reporting NCLB teacher compliance information aggregated at the school level through its Consolidated State Application (ConApp). During this time, changes were made to the California Basic Education Data System (CBEDS) and Professional Assignment Information Form (PAIF) as part of CBEDS, which collects personnel information from California public schools. In October 2006 the CDE will begin using CBEDS-PAIF to collect NCLB compliance information for all core academic subject classes in California which will allow California to determine NCLB compliance status by school site, school type, and subject area taught and the NCLB compliance status of the teacher of each class. This information will greatly assist the CDE in targeting monitoring efforts and directing LEAs to appropriate professional learning opportunities for those teachers who are not yet NCLB compliant in all of their assignments.

According to the Consolidated State Performance Report (CSPR) of October 2005, in California approximately 20 percent of all NCLB core academic classes, as defined by federal law, were taught by noncompliant teachers. This is a significant decrease from 2002-03 when 52 percent of NCLB core academic classes were taught by noncompliant teachers. California's preliminary HQT data from 2005-06 for the 2007 CSPR indicates an overall compliance rate of 85 percent. There are 662,663 core academic classes reported in the state; of those, 566,053 are taught by compliant teachers.



2002-03 data {from 2004 Consolidated State Performance Report (CSPR)} [4]			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State			48%
All Elementary Schools			60%
All Secondary Schools			44%
High-Poverty Schools			35%
Low-Poverty Schools			53%

[4] The data for "Total Number of Core Academic Classes" and "Number of Core Academic Classes Taught by HQTs" were not collected and therefore is unavailable for this time period.

There is a 3 percent difference in HQT percentage between low-poverty elementary schools and high-poverty elementary schools.

2003-04 Data from 2005 CSPR			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State	630,647	327,267	52%
All Elementary Schools	162,164	79,324	49%
All Secondary Schools	468,483	247,943	53%
High-Poverty Schools	153,922	61,652	40%
Low-Poverty Schools	165,591	99,745	60%

There is a 9 percent difference in HQT percentage between low-poverty elementary schools and high-poverty elementary schools

2004-05 Data from 2006 CSPR			
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by HQTs	Percentage of Core Academic Classes Taught by HQTs
All Schools in State	635,484	472,482	74%
Elementary Level			
High-Poverty Schools	48,977	36,880	75%
Low-Poverty Schools	34,341	27,807	81%
All Elementary Schools	173,723	135,266	78%
Secondary Level			
High-Poverty Schools	102,721	62,565	61%
Low-Poverty Schools	119,361	96,323	81%
All Secondary Schools	461,761	337,215	73%

The ability to connect teacher information currently housed in different state and local agencies through CALTIDES will greatly enhance the opportunities to understand teacher supply and demand, mobility patterns, and areas of shortage. In this way, state resources can be more effectively directed. This process will also greatly improve the monitoring of teacher assignments to ensure that teachers are appropriately authorized to teach the subject they are assigned to teach.

DOES THE ANALYSIS FOCUS ON THE STAFFING NEEDS OF SCHOOLS THAT ARE NOT MAKING AYP? DO THESE SCHOOLS HAVE HIGH PERCENTAGES OF CLASSES TAUGHT BY TEACHERS WHO ARE NOT HIGHLY QUALIFIED?

Beginning with the 2006 CBEDS-PAIF data collection, the CDE's ability to disaggregated data by school level (elementary/secondary), poverty level (low/high),

Adequate Yearly Progress (AYP) (met/not met), minority (high/low), and class code will be seamless. This data collection method will allow the CDE to identify the schools that

are not making AYP, but whether there are schools that have more acute needs, than do other schools, in attracting and retaining highly qualified teachers. This ongoing analysis will also help identify districts and schools in which significant numbers of teachers have continually not meet HQT requirements, and examines whether there are particular hard-to-staff courses frequently taught by non-HQT. Using the HQT/AYP analysis the CDE will be able to target programs listed in Requirement 3.

The CDE realizes that its response to the need for this type of data analysis if we are to meet our June 2007 NCLB HQT deadline must be immediate. CDE staff has compiled data on poverty level (low/high), AYP (met/not met), minority status (high/low) and years of experience (average for district, average for each school, and actual years of experience for each school type) for the 1,053 district and approximately 9,372 schools in California (Attachment 6). There are 3,752 schools in California that failed to meet AYP as of September 2006, of which 982 had already been identified for participation in the Compliance, Monitoring, Interventions and Sanctions Program (CMIS). The 2,770 schools that met their Annual Measurable Objectives for High Quality (AMO-HQ) for at least one year and reported at least 70 percent compliance as of June 2006, (from December 2005,) but failed to meet AYP will be contacted separately as noted below.

HQT Compliance Among Schools in AYP Difficulty and in CMIS				
Type of School	NCLB Core Academic Classes	NCLB Core Taught by HQT	HQT Percent	Number of Schools
AYP Difficulty	310,625	253,225	81.5%	3752
CMIS	92,952	59,544	64.1%	982
Not CMIS	217,673	193,681	89.0%	2,770
Group A				
AYP Met	18,389	16,916	92.0%	183
AYP Not Met	34,025	31,266	91.9%	226
Group B				
AYP Met	21,807	17,087	78.4%	153
AYP Not Met	14,686	11,504	78.3%	136
Group C				
AYP Met	30,890	14,308	46.3%	363
AYP Not Met	10,850	3,948	36.4%	265
Group C2				
AYP Met	21,866	11,233	51.4%	283
AYP Not Met	14,504	7,169	49.4%	305

The data provided much-needed insight that aided CDE's technical assistance efforts. However, since these data were collected in December 2005, and most districts continued to work late into the 2005-06 school year to meet the NCLB goal by June 2006, the CDE gave LEAs an opportunity to update their HQT numbers:

- LEAs will be notified of their HQT-AYP percentage, as of June 2006 (from December 2005), as reported on the ConApp 2005. If the LEA feels that schools that reported less than 100 percent have now reached at least 95 percent, the LEA will be able to submit new data to the CDE confirming the new percentage.

    - Elementary: Teacher name, grade/subject taught, how HQT compliant, number of NCLB classes on campus, and the number taught by HQTs.

    - Secondary: 2006-07 master schedule, number of NCLB classes on campus, and the number taught by HQTs.

- If LEAs have failed to meet AYP in 2005-06, have less than 95 percent compliance (after resubmission of new data), have poverty/minority percentages of greater than the district average, and are not currently assigned to the CMIS program the CDE will:

    - Notify the LEA that it will need to submit current HQT compliance numbers and a School Site General Qualifications Worksheet (Attachment 3) for each school in the LEA that is below 95 percent compliant for HQTs.

    - Notify the LEA that it must develop an equitable distribution plan as part of its required Program Improvement efforts. The plan must detail the specific steps necessary to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers by June 2007, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB.

DOES THE ANALYSIS IDENTIFY PARTICULAR GROUPS OF TEACHERS TO WHICH THE STATE'S PLAN MUST PAY PARTICULAR ATTENTION, SUCH AS SPECIAL EDUCATION TEACHERS, MATHEMATICS OR SCIENCE TEACHERS, OR MULTI SUBJECT TEACHERS IN RURAL SCHOOLS?

Table 2: Preliminary Secondary HQT Compliance Percentages for October 2005 by School Level and Type as of April 3, 2006

School Type	Secondary Core	Secondary NCLB	Percent Compliant	Percent of All Secondary	All Core	All NCLB	Percent Compliant
Alternative	5269	3669	69.6%	1.098%	10016	6415	64.0%
County Community	2764	2269	82.1%	0.576%	3413	2614	76.6%
Community Day	2215	1420	64.1%	0.461%	2709	1760	65.0%
Continuation	14693	10695	72.8%	3.061%	17172	12756	74.3%
Elementary	224	187	83.5%	0.047%	156968	142879	91.0%
High School	282537	242883	86.0%	58.864%	283905	244073	86.0%
Junior High	3492	2757	79.0%	0.728%	3492	2757	79.0%
Juvenile Hall	1081	734	67.9%	0.225%	2380	1812	76.1%
K-12	176	143	81.3%	0.037%	5296	3119	58.9%
Middle	166866	140410	84.1%	34.765%	173602	145976	84.1%
Opportunity	221	147	66.5%	0.046%	230	155	67.4%
Special Ed	443	246	55.5%	0.092%	3480	1737	49.9%
All Schools	479981	405560	84.5%		662663	566053	85.4%

School level is defined by ED in CSPR instructions. School

Preliminary HQT compliance percentages for October 2005, by school level and type as of April 3, 2006, indicate that alternative education sites continue to be staffed by teachers who are not completely NCLB compliant; however, these programs represent a very small percentage of the total secondary education population in California. The data are somewhat misleading in that most of these programs report their alternative education classes as a self-contained classroom; therefore, they must report zero compliance until they are compliant in all subjects they teach. This means that a high school continuation teacher who teaches five NCLB core academic classes must be highly qualified (HQ) in all of them before the LEA may report that teachers are HQ compliant, even if they meet NCLB compliance in four of the five subjects. To remedy this reporting issue, in the October 2006 CBEDS-PAIF reporting system, the CDE will have alternative education programs (that are not part of a comprehensive school) identify each subject taught and not report the program as a self-contained class. This system will give the CDE a more accurate picture of alternative education compliance. This solution, however, cannot be offered to alternative education programs within a

comprehensive school because of county-district-school (CDS) code issues. The CDE will work on repairing this issue for the October 2007 CBEDS-PAIF submission.

After meeting with numerous stakeholder groups and talking extensively to county office personnel, the CDE has determined that three significant issues have prevented these programs from being compliant. The first and foremost issue is that of teacher credentialing. Under California *Education Code* Section 44865:

> …A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments...

As a result, an LEA has the flexibility to assign a teacher to teach subjects within the scope of their credential authorization for which they may not have received sufficient content area training.

The second issue is the very nature of the programs, including all secondary special education teachers, and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court school, county community schools, district community day schools, small rural school achievement program schools, and independent study programs. Typically, these teachers teach all subjects students in multiple grade levels and abilities; and the environment and student challenges make these alternate programs the most difficult to staff in the same manner as a regular secondary program.

The third issue is that many of these programs are in very isolated locations or are in secure facilities, making the required multiple observations by personnel with strong subject matter backgrounds, necessary for High Objective Uniform State Standard of Evaluation (HOUSSE) Part 2, very problematic.

To address these issues, and specifically the issue of subject matter acquisition and verification, the CDE has authorized the Ventura County Office of Education to create a rigorous content verification process for secondary teachers of multiple subjects, who teach programs such as those listed above. This process is in the final verification stages and will be posted on the CDE Web site when available.

Table 2: Preliminary Elementary HQT Compliance Percentages for October 2005 by School Level and Type as of April 3, 2006				
School Type	Elementary Core	Elementary NCLB	Percent Compliant	Percent of All Elem.
Alternative	4747	2746	57.8%	2.599%
County Community	649	345	53.2%	0.355%
Community Day	494	340	68.8%	0.270%
Continuation	2479	2061	83.1%	1.357%
Elementary	156744	142692	91.0%	85.802%
High School	1368	1190	87.0%	0.749%
Juvenile Hall	1299	1078	83.0%	0.711%
K-12	5120	2976	58.1%	2.803%
Middle	6736	5566	82.6%	3.687%
Opportunity	9	8	88.9%	0.005%
Special Ed	3037	1491	49.1%	1.662%
All Schools	182,682	160,493	87.9%	
School level is defined by ED in CSPR instructions. School type is defined by CDE on PUBLSCHL file				

The elementary school data indicate that many of the same programs suffer from low percentages of HQ teachers, as do their secondary counterparts. However, most of these programs are in middle and Kindergarten through grade eight (K-8) schools, which means the same problem arises - that of single-subject teachers who teach multiple subjects. The CDE has addressed this issue by using *California Code of Regulations,* Title 5, Section 6100(c):

> Elementary, Middle/High Designation:
>
> - Elementary, Middle/High School: The local educational agency (LEA) shall determine, based on **curriculum taught**, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school.

This rule allows the teacher to use the California Subject Examination for Teaching (CSET) - Multiple Subject examination to verify subject matter competency, since the exam is aligned to grade one through grade eight standards.

Analysis of HQT Problem Areas:

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Juvenile Hall	1299	1078	83.0%	0.711%	1081	734	67.9%	0.225%

Juvenile court and county court schools serve students who are under the protection or authority of the juvenile court system and are incarcerated in juvenile halls, homes, ranches, camps, day centers, or regional youth facilities. These programs meet the educational needs of such students, as well as students who have been expelled from their home district schools because of a status offense or other infraction or behavior governed by the *Welfare and Institution Code* or *Education Code*. County boards of education administer and operate the juvenile court Schools authorized by *Education Code* sections 48645 - 48645.6. These schools provide an alternative educational program for students who are under the protection or authority of the juvenile court system and are incarcerated. Students are also placed in juvenile court schools when they are referred by the juvenile court. A minimum-day program for juvenile court schools is 240 minutes (*Education Code* Section 48645.3). Funding is provided by the state General Fund and is included in the annual apportionment to county offices of education.

Juvenile hall programs have among the lowest percentages of HQT in the state. At the elementary level, 83 percent of the NCLB core academic classes were reported as taught by HQT. However, the CDE now anticipate this percentage to be much higher.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
County Community	649	345	53.2%	0.355%	2764	2269	82.1%	0.576%
Community Day	494	340	68.8%	0.270%	2215	1420	64.1%	0.461%

Community day schools are operated by school districts and county offices of education. Community day schools serve mandatory and other expelled students, students referred by a School Attendance Review Board, and other high-risk youths. The 360-minute minimum instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities. Community day school programs also focus on the development of pro-social skills and student self-esteem and resiliency. Community day schools are intended to have low student-teacher ratios. Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and pupil-discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youths. Community day schools are supported by supplemental

apportionment for community day school attendance in addition to base revenue funding.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Opportunity	9	8	88.9%	0.005%	221	147	66.5%	0.046%

Opportunity Education schools, classes, and programs are established to provide additional support for students who are habitually truant, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically.

Districts or county offices of education may establish Opportunity Education programs for students in grades one through twelve and can receive incentive funding to provide Opportunity Education for students enrolled in grades seven through nine. Opportunity Education schools, classes, and programs provide a supportive environment with specialized curriculum, instruction, guidance and counseling, psychological services, and tutorial assistance to help students overcome barriers to learning. Opportunity Education should not be viewed as a holding place for resistant learners but as an intervention to ensure student success. It provides comprehensive academic programs that facilitate positive self-esteem, confidence, and personal growth with the goal of helping students return to traditional classes and programs for grades one through twelve.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Continuation	2479	2061	83.1%	1.357%	14693	10695	72.8%	3.061%

Continuation education is a high school diploma program designed to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education. *Education Code* (EC) sections that provide for continuation education include sections 44865, 46170, 48400 - 48438, and 51055.

Students enrolled in continuation education programs are often deficient in credits or in need of a flexible schedule due to employment, family obligations, or other critical needs. For apportionment purposes a minimum day of attendance in continuation education is 180 minutes. However, many continuation high schools offer academic programs that exceed the minimum daily attendance requirement.
In addition to providing state-mandated academic courses for high school graduation, continuation education emphasizes guidance, career orientation, and/or a work-study schedule. Supplemental programs and services may include independent study, regional occupational centers and programs, career counseling, job placement, and apprenticeships.

School Type	Elementary Core Classes	Elementary NCLB Core Classes	Percent Compliant	Percent of All Elem.	Secondary Core Classes	Secondary NCLB Core Classes	Percent Compliant	Percent of All Secondary
Special Ed	3037	1491	49.1%	1.662%	443	246	55.5%	0.092%

Solutions to HQT Problem Areas

Secondary special education reports the lowest percentages of NCLB HQT compliance among special populations at 55.5 percent; however, this figure is very misleading. Most LEAs and county offices have reported that they "were waiting" to classify their secondary special education teachers as HQ pending reauthorization of the Individuals with Disabilities Education Act (IDEA). CDE staff met with all 58 county offices of education during the 2006 NCLB Summer Workshop Series to reiterate the importance of completing the NCLB verification process on all of their "new" and "not new" elementary special education teachers and teachers in alternative settings.

It was determined that county offices and LEAs would use the HOUSSE process to verify NCLB compliance for all "not new" secondary special education teachers and alternative education teachers but would wait to enroll their "new" secondary special education teachers and alternative education teachers in the Secondary Teachers of Multiple Subject Verification (STMSV) program upon its release in early 2007. The STMSV program ensures subject-matter acquisition that is aligned to the California content standards for students in grades seven through twelve while preparing their high school students to successfully pass the California High School Exit Examination.

To adequately determine how successful CDE's interventions have been with the target population through the CMIS process and the state as a whole, the CDE will do a one-time HQT data collection in June 2007. Using the ConApp process, COEs and LEAs will be able to report not only those teachers who meet NCLB HQT requirements but also those actively working through the STMSV process. That data will allow the CDE to form an accurate picture of HQT compliance in the most-hard-to staff programs with the most difficult challenges for HQT compliance.

DOES THE ANALYSIS IDENTIFY DISTRICTS AND SCHOOLS AROUND THE STATE WHERE SIGNIFICANT NUMBERS OF TEACHERS DO NOT MEET HQT STANDARDS? (REVISED)

The analysis of the HQT/AYP data for all 1,053 districts and 58 county offices of education (COE) programs in the State of California identified 149 LEAs who had district wide AYP difficulties. Of these, 35 have HQT compliance of 95 percent or better, 100 have HQT compliance between 94 percent and 70 percent, and 14 have HQT compliance of less than 69 percent as reported on the ConApp in December 2005. Of those LEAs, 75 reported a poverty level of 65 percent or higher and 101 have Black and Hispanic populations of 60 percent or higher.

All Schools and COE Programs with AYP Difficulties

Schools with HQT of 100%	Schools with HQT between 99% and 90%	Schools with HQT between 89.9 % and 71%	Schools Identified for Additional Monitoring by CMIS	Schools Added to Current CMIS Program
827	966	876	246	631

There are 3,640 schools and COE programs in the State of California that have identified AYP difficulties as of September 2006. Among these schools and those of county offices, 972 programs are currently assigned to the CMIS process as described in Requirement 2. This analysis has added another 246 LEAs and COEs to the CMIS process and another 631 schools to the program. There are 966 schools and COE programs that reported HQT compliance between 99.9 percent and 90 percent; these schools and programs will be monitored and assisted by the Program Improvement (PI) and School Assistance and Intervention Team (SAIT) programs as defined by California *Education Code*.

There are, however, 876 schools and COE programs that have been identified with AYP difficulties and have reported HQT compliance between 89.9 percent and 71 percent. These schools and COE programs will be given technical assistance, and their progress toward HQT compliance will be monitored in the following manner:

- For each of the 876 schools or programs, the LEA or COE will be notified of its HQT-AYP percentage, as of June 2006 (from December 2005), as reported on the ConApp 2005. If the school or program has made significant growth in the area of HQT (at least 95 percent), it will be able to submit new data to the CDE confirming the new percentage.
    - Elementary: Teacher name, grade/subject taught, how they became HQT compliant, number of NCLB classes on campus, and the number taught by HQTs.
    - Secondary: 2006-07 master schedule, number of NCLB classes on campus, and the number taught by HQTs.
- Each school or program that was identified as having failed to meet AYP in 2005-06 and has HQT compliance below 89.9 percent (after it submits new data) will do the following:
    - Submit current HQT compliance numbers.
    - Submit a School Site General Qualifications Worksheet (Attachment 3) for each non-HQ teacher on the site. The Worksheet must include the required detailed plan for compliance by June 2007.
        - Due to the CDE no later than November 30, 2006.

- If the identified schools or programs have poverty/minority percentages greater than the district average and/or have an average of less experienced teachers than the district average, the LEA or COE is required to do the following:

    - Develop an equitable distribution plan as part of its required PI efforts. The plan must detail specific steps adequate to ensure that the poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB by June 2008.

    - Include specific funding sources for each activity, the responsible persons for activities, and a realistic timeline for completion of the plan. The plan must also detail how the LEA or COE will evaluate progress and the steps for modifications when evaluation determines the plan is not successful.
    - Due to the CDE no later than January 8, 2007.

DOES THE ANALYSIS IDENTIFY PARTICULAR COURSES THAT ARE OFTEN TAUGHT BY NON-HIGHLY QUALIFIED TEACHERS?

The preliminary analysis of the NCLB Core Subject Areas as reported on the Fall 2005 CBEDS-PAIF was conducted. From this analysis we know LEA CBEDS staff was still learning about how to complete these sections of the forms accurately in 2005 and therefore the official CSPR data for 2005 will be derived from the 2005-06 ConApp Part II collected in January 2006. However, the PAIF data is clearly similar to the ConApp data and is the only source of data that allows us to look at compliant classes by type or subject area of classes. Therefore, the PAIF data will be used to complete (as estimates) the sections of the CSPR that request information about noncompliant classes by type of class or subject area.

Table 1: California Summary of Professional Assignment Information Form (PAIF) Assignments by Core and HQT Status

	Total Core	Compliant Classes			Not Compliant	Percent Compliant	Percent Noncomp.
		Ed/Test	HOUSSE	Total			
Regular Elementary Self Contained	137,700	78,751	48,225	126,976	10,724	92.2%	7.8%
Special Education, Elementary	12,784	6,289	3,309	9,598	3,186	75.1%	24.9%
Other Self Contained Elementary	2,197	1,410	525	1,935	262	88.1%	11.9%
Special Education Secondary	19,652	8,252	2,915	11,167	8,485	56.8%	43.2
Subject Areas							
English	115,419	82,851	14,213	97,064	18,355	84.12%	15.8
Foreign Languages	28,596	22,612	2,150	24,762	3,834	86.6%	13.4%
Arts (All)	32,954	23,650	3,158	26,808	6,146	81.3%	18.7%
Mathematics	98,253	65,007	15,547	80,554	17,699	82.0%	18.0%
Science	78,358	54,888	10,529	65,417	12,941	83.5%	16.5%
Social Science	82,686	60,698	10,523	71,221	11,465	86.1%	13.9%
Career Tech	2,961	1,960	282	2,242	719	75.7%	24.3%
Other Self Contained Secondary	7,014	3,935	1,116	5,051	1963	72.0%	28.0%
Total	618,574	410,303	112,492	522,795	95,779	84.5%	15.5%

Of particular interest is Table 2 that examines the noncompliant core classes as of October 2005. As expected, the types of core classes that are overrepresented among noncompliant classes in descending order of significance are Special Education Secondary, Mathematics, Special Education Elementary, Other Secondary Self-contained, Arts, and Science.

Table 2: California Summary of Noncompliant Core Assignments by Type

	Total Core Classes	Percent of Core Classes	Noncompliant Classes	Percent of Noncompliant Classes	Difference in Representation
Regular Elementary Self Contained	137,700	22.2%	10,724	11.2%	+11.2
Special Education, Elementary	12,784	2.1%	3,186	3.3%	-1.3
Other Self Contained Elementary	2,197	0.4%	262	0.3%	+0.1
Special Education Secondary	19,652	3.2%	8,485	8.8%	-5.6
Subject Areas					
English	115,419	18.6%	18,355	19.2%	-0.7
Foreign Languages	28,596	4.6%	3,834	4.0%	+0.6
Arts (All)	32,954	5.3%	6,146	6.4%	-1.0
Mathematics	98,253	15.9%	17,699	18.5%	-2.5
Science	78,358	12.7%	12,941	13.6%	-0.9
Social Science	82,686	13.4%	11,465	12.0%	+1.4
Career Tech	2,961	0.5%	719	0.7%	-0.2
Other Self Contained Secondary	7,014	1.1%	1,963	2.1%	-1.0
Total	618,574		95,779		

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the state educational agency (SEA) will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

In order to comply with federal mandates for oversight of the NCLB, the CDE began full implementation of California's LEA monitoring process for HQT, the Compliance Monitoring, Intervention, and Sanctions (CMIS) program, in June 2006. Specifically, a federal review of CDE administration of NCLB resulted in a "finding," that CDE was not monitoring the accuracy of LEA implementation of NCLB teacher quality compliance. Subsequently, CDE staff developed a protocol for such monitoring. In January 2006 the CMIS protocol was approved by the State Board of Education (SBE) and thereafter forwarded to the U.S. Department of Education (ED), from whom CDE staff received positive feedback. Full details of the program are included in Attachment 14.

DOES THE PLAN IDENTIFY LEAS THAT HAVE NOT MET ANNUAL MEASURABLE OBJECTIVES FOR HQT? (REVISED)

The CMIS program staff has carefully analyzed available HQT percentages, AYP identification, poverty/minority data, and average years of experience for each school and educational program in California to develop a picture of each district and school within the state (Attachment 2). Schools were placed in the CMIS program by using two sets of criteria: (Attachment 6)

1. Failed to meet AMO-HQT for two consecutive years

2. Met their AMO-HQT for at least one year, but reported HQT percentages of less than 70 percent on the ConApp, Part II, in December 2005

To ensure that these schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor 1,783 schools, representing 372 school districts, located in 56 of the 58 California counties (Attachment 1).

DOES THE PLAN INCLUDE SPECIFIC STEPS THAT WILL BE TAKEN BY LEAS THAT HAVE NOT MET ANNUAL MEASURABLE OBJECTIVES? (REVISED)

To ensure that all schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor the 1,783 schools, representing 372 districts, which have been placed in the CMIS process. Because of the large number of schools involved, the schools noted above will be divided into four subgroups as follows:

Category A: Schools with an HQT percentage of 84 percent or better (401 schools)

Category B: Schools with an HQT percentage between 70 percent and 85 percent (287 schools)

Category C: Schools with an HQT percentage below 69 percent (661 schools)

Category C2:.Schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent on December 2005 (428 schools)

All LEAs in the CMIS program were notified in July 2006 that they had failed to achieve acceptable HQT compliance and would be participating in the CMIS program during the 2006-07 school year. To accommodate the large numbers of personnel required to attend CMIS training, CDE staff used the county region system and contracted with all 11 regions to set up a series of CMIS trainings during the months of August and September 2006. Due to large numbers of non-HQT schools, some regions were separated. The LEA superintendent (or designee), human resource director, and staff most responsible for HQT (such as the credential analyst or personnel analyst) were required to attend the training along with each site administrator in the CMIS program. LEAs that failed to attend their scheduled training will be required to attend the "make-up" training on October 16, 2006, in Sacramento. Failure to attend, or failure to comply with required activities, will place the LEA in the "not demonstrating good faith effort" category and will result in state sanctions (see Requirement 4 for details).

For Category A schools, those reporting 85 percent compliance and higher, the LEA will be required to submit a list of non-HQTs and a realistic plan for ensuring that the teacher will be highly qualified no later than June 2007. The plan must include how the district has used and will use Title II, Part A, and Title I, Part A, funds and five to ten percent professional development for high quality, to assist teachers in becoming HQ. A CDE consultant will be assigned to monitor the LEA's implementation of its submitted plan by e-mail and desk monitoring. In reviewing the data for the schools in this category of the monitoring process, CDE staff is confident that these schools will make the HQT goal for June 2007. However, should concerns arise during the 2006-07 school year, a CDE consultant will meet with LEA administrators to revise the plan or assist in implementation of the plan (Attachment 4)

- LEA must create a plan that includes the following (due to CDE no later than November 1, 2006):
    - School District Monitoring Protocol) (Attachment 7)
    - Address any concerns related to the equitable distribution of HQ and experienced teachers.

The plan must detail specific steps adequate to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and

Secondary Education Act, as amended by NCLB, by June 2008. LEAs may use self-study and guidelines for the Equitable Distribution of Experienced and Highly Qualified Teachers Plan.

- Each site must complete (due to CDE no later than November 1, 2006):
    - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to be HQ by June 2007 (Attachment 3)
    - Accurate count of HQT compliance for 2006-07

For Category B schools, those reporting HQT percentages between 84 percent and 70 percent, the LEA will be required to submit a list of non-HQTs and a plan for ensuring that every teacher will be highly qualified no later than June 2007. The plan must include how the LEA has used and will use Title II, Part A and Title I, Part A funds, and five to ten percent professional development funds, to assist teachers in becoming HQ. Additionally, the LEA will complete a self-study to determine issues that have prevented it from achieving the HQT goal and equitable distribution of experienced teachers. The LEA will use the self-study to develop an equity plan that specifically addresses the issues that have prevented each targeted school within the LEA from meeting NCLB teacher requirement goals. LEAs must develop solutions to these issues by providing teacher and/or site support. The solutions should ensure long-term compliance with HQT goals. A CDE Education Programs Consultant will be assigned to monitor the LEA's implementation of its plan by phone contact and e-mail. In reviewing the data for the schools in this category of the desk monitoring process, CDE staff is confident that these schools will make the HQT goal for June 2007 with selected technical assistance from the CDE. Should concerns arise; the CDE Education Programs Consultant will meet with LEA administrators to revise the plan.

- LEA must complete (due to CDE no later than November 1, 2006):
    - School District Monitoring Protocol (Attachment 7)
- LEA and site must complete (due to CDE January 8, 2007):
    - Self-study (Attachments 5 and 15) with Equitable Distribution of Experienced and HQTs Plan

The plan must detail specific steps adequate to ensure that the poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2007.

- Site must complete (due to CDE no later than November 1, 2006):

- School Site General Qualifications Worksheet with a plan for each non-compliant teacher to meet NCLB requirements by June 2007 (Attachment 3)
- Accurate count of HQT compliance for 2006-07

For schools in Categories C and C2, those reporting HQT percentages of less than 69 percent (Category C) or schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent in December 2005 (Category C2), CMIS staff will conduct site monitoring and technical assistance visits to review required documents and assist the LEAs in analyzing their self-studies and creating a plan that specifically addresses the issues that have prevented the specific school sites from meeting the HQT compliance goals. The site plan will include specific strategies for assisting all non-HQTs in becoming highly qualified by June 2007. To ensure long-term compliance, the site plan will include an analysis of how the school will recruit the necessary new, qualified teachers to fill gaps in current staffing by core content areas. The LEA plan will include these steps:

- LEA must complete (due to CDE no later than November 1, 2006):
  - School District Monitoring Protocol (Attachment 7)
- LEA and site must complete (due to CDE November 1, 2006):
  - LEA self-study (Attachment 15)
  - Site self-study (Attachment 8)
- Site must complete (due November 1, 2006):
  - School Site General Qualifications Worksheet with a plan for each non-compliant teacher to meet NCLB requirements by June 2007 (Attachment 3)
  - Accurate count of HQT compliance for 2006-07

When the CMIS staff conducts their site visit, they will review the submitted plan for all noncompliant teachers to meet NCLB requirements by June 2007, especially Title I and Title II, Part A, class size reduction teachers and those teaching in high-poverty, high-minority schools. Together, the LEA and CMIS staff will create the Equitable Distribution of Experienced and Highly Qualified Teachers Plan. The plan will detail specific steps adequate to ensure that poor and minority students in the LEA will be taught at the same rates as other children by highly qualified and experienced teachers, as required by Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB, by June 2008.

- Self-Study (Attachments 8 and 15)

- Determine areas of concern about recruiting practices, policies, and procedures; retaining practices, policies, and procedures; and other LEA/site level practices, policies, and procedures related to equitable distribution of experienced and highly qualified teachers.

- Equitable Distribution of Experienced and Highly Qualified Teachers Plan
    - The plan must address each area of the self-study where weaknesses were found to exist, noting specific actions, responsible parties, and timelines for implementation.
    - The plan must demonstrate that no school with low AYP, high-poverty, high-minority students will have inexperienced and non-HQ teachers in greater percentages than schools with the highest percentage of experienced and HQ teachers.
        - If school A (low-poverty, low-minority) has 97 percent HQTs and averages 10 years of experience for teachers, then school B (high-poverty, high-minority, low AYP) must attain similar compliance or equalization of numbers through the LEA plan.
    - LEAs must identify how appropriate funds will be redirected to support the plan.

DOES THE PLAN DELINEATE SPECIFIC STEPS THE SEA WILL TAKE TO ENSURE THAT ALL LEAS HAVE PLANS IN PLACE TO ASSIST ALL NON-HQ TEACHERS TO BECOME HQ AS QUICKLY AS POSSIBLE? (REVISED)

To ensure that all schools have complied with NCLB requirements by June 2007, the CMIS staff will notify, in writing, each LEA currently not in the CMIS program that they are required to submit to the CDE a list of noncompliant teachers and note how the LEA will ensure they will be HQT by June 2007. The noncompliant list will be due to the CDE by November 30, 2006.

- Data will be compiled and analyzed, and additions to the CMIS program, including notification to LEAs, will be done by the end of November 2006.

- Data will be submitted to ED by December 1, 2006.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

DOES THE PLAN INCLUDE A DESCRIPTION OF THE TECHNICAL ASSISTANCE THE SEA WILL PROVIDE TO ASSIST LEAS IN SUCCESSFULLY CARRYING OUT THEIR HQT PLANS? (REVISED)

The California County Superintendents Educational Services Association (CCSESA) has divided the state's 58 county regions into 11 service regions. Each region consists of multiple counties except for Region 11, which consists of only Los Angeles County. California has approximately 1,053 school LEAs with 9,372 public schools serving 6,322,189 students in Kindergarten through grade twelve (K-12). California public schools employ approximately 306,548 teachers. Because of the vast geographic size of the state and the sheer number of LEAs, the CDE will use the established regional system to facilitate much of its technical assistance efforts.

For the first time the CDE will have one program, Title II, Part A, coordinate and monitor the progress of the programs and services the CDE offers to LEAs that are struggling to make their high quality teacher requirements and equitable distribution of experienced teacher (HQT-EDET) goals. Targeted programs (see below) will be aligned to specific schools in struggling LEAs and COEs to ensure that schools have the resources and technical assistance needed to make long-term changes in hiring and retention practices that will lead to the equitable distribution of HQ and experienced teachers.

The Title II, Part A, state coordinator will coordinate and provide, in collaboration with CDE staff, ongoing technical assistance to LEAs and COEs as follows:

Program Monitoring

- Review annually the School Site General Qualifications Worksheet (Attachment 3) submitted by each school that does not have 100 percent HQTs by October 15 of each school year.

- Provide notice of placement in the CMIS program any LEA that fails to maintain at least a 95 percent HQT status at all sites and in all programs in the LEA by October 31 of each year.

- Provide LEAs and the public with online current information concerning the HQ status of teachers and HQT information for each school through the DataQuest system (as it becomes available through CALTIDES) and the CCTC Web site.

Program Implementation

- Conduct on-site technical assistance visits when requested by the LEA or county office of education.

- Conduct on-site technical assistance visits when indicated by guidelines set forth in Requirement 1.

- Collaborate with the CBEDS-PAIF office to review and to ensure accurate and complete CBEDS-PAIF data at the LEA and school levels.

Program Training

- Conduct annual regional NCLB HQT workshops and Web casts for county office and LEA Title II coordinators and human resources staff.

- Conduct annual NCLB workshops for county office human resource departments to provide yearly data on all LEAs who fail to meet or maintain acceptable HQT-EDET compliance and updates and retraining on NCLB requirements.

- Present relevant NCLB HQT workshops at stakeholder association statewide conferences such as ACSA, Title I directors, Co-Op Conference, charter schools, California Association of Administrators of State and Federal Education Programs (CAASFEP), independent study.

- Conduct annual NCLB HQT workshops for California School Board Association (CSBA), ACSA, California Continuation Education Association (CCEA), California Teachers Association (CTA), CCSESA, and others as identified.

- A video taped CMIS technical assistance workshop is available on the Internet. The workshop is indexed for easy access and the PowerPoint presented during the workshop is also available on this site. The website is currently pending.

Program Accessibility

- Respond in a timely manner to inquiries from teachers and LEAs.

- Respond to LEAs, county offices and teachers by telephone, Web casts, and e-mail with information specific to their needs for becoming HQ.

- Provide references and resources for exam information and preparation.

- Distribute HQT guidance from ED to LEA Title II coordinators and personnel administrators.

- When necessary revise teacher resource guides and NCLB HQ Frequently Asked Questions (FAQ) to comply with ED guidance.

DOES THE PLAN INDICATE THAT THE STAFFING AND PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOLS THAT ARE NOT MAKING AYP WILL BE GIVEN HIGH PRIORITY? (REVISED)

The CDE believes that the teacher is at the heart of student academic success. A teacher who is appropriately credentialed, has a deep understanding of the content he or she teaches and has been trained in a variety of instructional strategies is in the best position to aid California students in reaching academic proficiency. The CDE is committed to ensuring that highly qualified, experienced, and effective teachers teach all students, regardless of ethnicity or socioeconomic status.

The Professional Development and Curriculum Support Division when making program decisions will utilize the analysis of schools that failed to meet AYP. Programs currently in place (see "Improving the Quality of Teachers in Hard-to-Staff Schools" below) will be targeted to the schools identified to be in the greatest need.

In NCLB, School Improvement is a formal designation for federal Title I-funded schools that do not make Adequate Yearly Progress for two consecutive years. Once identified as PI under NCLB, because of the nature of the mandated escalating accountability requirements, schools often advance further into future years of designated PI status. The Accountability Guide is available at http://www.cde.ca.gov/ta/ac/ay/documents/infoguide05.pdf.

Under NCLB, the state educational agency (SEA) must identify for PI those LEAs that failed to make AYP for two consecutive years. The SEA is required to take corrective action for any LEA that fails to make AYP for two consecutive years. School that fail to make AYP for two consecutive years are also identified for PI. The SEA works in conjunction with LEAs to identify for corrective action and restructuring any school that has been in PI for two years or more and has not made AYP on the same indicator (English/language arts, mathematics, graduation rate, or participation rate). An LEA or school is eligible to exit PI status after it makes AYP for two consecutive years.

In its efforts to assist schools and LEAs to exit PI status, the CDE has developed Essential Program Components (EPCs), which are considered to be key components of an effective academic program. The EPCs include requirements for teacher quality. Additionally, the EPCs require the site and LEA to evaluate the professional development program and use the surveys to gauge the sustained effect of professional development. The EPCs support academic student achievement in reading/language arts and mathematics. The SEA has also developed and made available various tools to assist LEAs and schools with the school improvement process. These tools include the Academic Program Survey (APS) instrument that is used to evaluate a school's implementation of EPCs; the District Assistance Survey (DAS), which can be used to examine an LEA's processes and protocols to determine possible gaps in support for schools; the English Learner Subgroup Self Assessment (ELSSA), designed to serve as

a technical assistance tool for LEAs in analyzing and addressing program services to the English Le3arner (EL) subgroup; and the Least Restrictive Environment (LRE) survey which can be used to analyze LEA and school special education programs. These instruments can be found in the Virtual Library located on the CDE Web site at http://www.cde.ca.gov/ta/lp/vl.

School Assistance and Intervention Teams (SAIT) provide intensive support and monitoring to assist state-monitored schools in improving student learning. Schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) or High Priority Grant Program (HPSGP) must meet their program's definition of significant growth, based on the results of School wide Academic Performance Index (API), or the school is deemed state-monitored. Each school participating either the II/USP or HPSGP must meet its program's definition of significant growth each year until the school exits the program, with the approval of the State Board of Education, to impose various sanctions on state-monitored schools. One option is to require the LEA to enter into a contract with a SAIT.

If after five years of escalating monitoring and interventions, the LEA fails to exit PI it is deemed state-monitored and receives assistance from a School Assistance and Intervention Team (SAIT). SAIT will assist the LEA in identifying critical areas to improve student achievement. SAIT corrective actions funding is also provided for up to three years to implement the corrective actions in those areas identified by the SAIT.

DOES THE PLAN INCLUDE A DESCRIPTION OF PROGRAMS AND SERVICES THE SEA WILL PROVIDE TO ASSIST TEACHERS AND LEAS IN SUCCESSFULLY MEETING HQT GOALS? (REVISED)

In addition to the program services detailed above, the CDE ensures that LEAs will meet their HQT-EDET goals by administering, overseeing, and supporting a variety of programs and services that focus on four areas: connecting teaching professionals to higher education, increasing the number of highly qualified teachers in California; improving the quality of teachers in hard-to-staff schools; and recruiting and retaining highly qualified teachers in hard-to-staff schools. Each of these areas will be monitored by the CDE in part by collecting data on the programs used and their success within each LEA. (Attachments 9b, 11,b, 12b, and 13b)

Connections to Higher Education (Attachments 9a and 9b)

- **California State University Chico**

  The Department of Professional Studies in Education at California State University, Chico provides a long-term response to the challenges of improving the preparation of personnel to serve school-aged children with mild to moderate disabilities and of meeting the staffing needs in a large region experiencing shortages of these personnel. The need for special programs addressing teacher recruitment and retention in the area of Special Education is evidenced by the fact that 50.9% of Elementary Special Education classes and 44.5% of Secondary Special Education classes are taught by non Highly Qualified Teachers.

- **California Subject Matter Projects**

  The California Subject Matter Projects (CSMP), are administered by the University of California Office of the President (UCOP). CSMP assists new, under-prepared and veteran teachers to develop and master core academic content and research proven instructional methods. This program targets the teachers in the 14.3% of classes that are not being taught by HQ teachers.

- **University of California at Irvine, Extension Program**

  In an effort to produce more and better qualified science and math teachers nationwide, the University of California (UC) Irvine Extension is planning a series of online courses to help K-12 teachers pass the California Subject Examination for Teachers (CSET), as well as prepare teachers from California and across the U.S. meet the subject matter competency requirements of the No Child Left Behind (NCLB) Act.

  The need for teacher recruitment and retention in the areas of math and science is evidenced by the fact that 16.5% of Science and classes and 18% of Mathematics classes are taught by non Highly Qualified Teachers.

Increasing the Numbers of Highly Qualified Teachers in California (Attachments 12a and 12b)

- **California Teacher Internship Programs**

  Senate Bill 1209 allows increased funding for enhanced internship programs. Below are some of the requirements that Local Educational Agencies must provide in order to receive funding:

  1. Provide teacher interns with the greater of 120 hours of intensive pre-service training focused on the teaching of English learners or 40 hours of pre-service training in addition to all other required training.
  2. Provide all teacher interns with 40 hours of classroom observation, supervision, assistance, and assessment by one or more experienced teacher who possess valid certification to teach at the same grade level and the same subject matter and who are assigned to teach at the same school as the intern who is being assisted.
  3. Maintain a ratio of no fewer than one experienced teacher to five teacher interns at the same school.
  4. The intern program must show that no high priority school has a higher percentage of teacher interns than the district wide average of teacher interns at a school in that year.
  5. Increased funding up to a total of ($3,500) per intern, per year may be awarded by the commission.

6. Participants who have received a preliminary credential and are generating funding for an induction program are eligible to generate enhanced funding.
7. The CCTC must report to the Legislature the number of school districts and county offices of education receiving increased funding and the number of interns for whom increased funding is claimed.

Additionally, alternative teacher credentialing internship programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers. These programs enhance the ability of LEAs to provide HQTs in many more classrooms throughout the state.

All alternative teacher credential programs are aligned to the state's teacher preparation standards and to state-adopted K-12 academic content standards. Alternative credential programs meet the same standards as traditional credential programs and are accredited by the CCTC. As with traditional credential programs, all alternative program candidates complete a two-year induction program of support and formative assessment during the first two years of their teaching career to obtain professional clear credentials.

- **California Assumption Program of Loans for Education (APLE)**

  The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria established by the State Superintendent of Public Instruction (SSPI).

  APLE applicants must agree to teach in one of the following teacher shortage areas:

  - Mathematics (Grades 7—12)
  - Science (Life/Physical)(Grades 7—12)
  - Foreign Language
  - Special Education
  - English(Grades 7—12)
  - Low-Income Area School
  - School Serving Rural Area
  - State Special School
  - School with a High Percentage of Emergency Permit Teachers
  - Low-Performing School

  Teacher candidates must be pursuing a multiple-subject or single-subject credential and agree to teach:

- At a school ranked in the bottom 50th percentile of the Academic Performance Index (API) grades K—12; or
- At a school with a high percentage of emergency permit teachers in grades K—12; or
- At a designated low-income school in grades K—12; or
- At a school serving rural areas in grades K—12.

APLE participants who agree to, and provide, the designated teaching service in the area of **math, science, or special education** are eligible to receive an additional $1,000 per year in loan assumption benefits. Participants meeting this requirement who provide teaching service in a California public school that is ranked in the **lowest 20th percentile** of the API are eligible to receive an additional $1,000 per year, making the total amount of loan assumption $19,000.

The CCTC may assume up to $19,000 in outstanding educational loan balances in return for four consecutive years of teaching service. Teachers are eligible for:

* Up to $2,000 after completion of the first full school year of eligible full-time teaching

* Up to $3,000 after completion of the second full year of eligible full-time teaching

* Up to $3,000 after completion of the third full school year of eligible full-time teaching

* Up to $3,000 after completion of the fourth full school year of eligible full-time teaching

(For a list of eligible schools see the Teacher Cancellation Low Income Directory at https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp)

The new APLE provides additional incentives for the distribution of well-prepared, highly qualified teachers with subject-matter expertise in science, mathematics, and special education to work at hard-to-staff schools throughout the state.

- **Direct Loan Program**

  To qualify, a participant must have been employed as a full-time teacher for five consecutive, complete academic years in an elementary or secondary school that has been designated as a "low-income" school by the ED.

  Additionally:

- At least one of the five qualifying years of teaching must have occurred after the 1997-98 academic year.
- The loan must have been made before the end of the fifth year of qualifying teaching.
- The elementary or secondary school must be public or private nonprofit.
- A defaulted loan cannot be cancelled for teacher service unless you have made satisfactory repayment arrangements with the holder of the loan.

Each year, the ED publishes an online list of low-income elementary and secondary qualifying schools.

If a participants' five consecutive, complete years of qualifying teaching service began *before October 30, 2004*:

- A participant may receive up to $5,000 in loan forgiveness if, as certified by the chief administrative officer of the school where you were employed, you were:
  - A full-time elementary school teacher who demonstrated knowledge and teaching skills in reading, writing, mathematics, and other areas of the elementary school curriculum; or
  - A full-time secondary school teacher who taught in a subject area that was relevant to your academic major.
- A participant may receive up to $17,500 in loan forgiveness if, as certified by the chief administrative officer of the school where you were employed, you were:
  - A highly qualified full-time mathematics or science teacher in an eligible secondary school (for the definition of a highly qualified teacher, see the Web site); or
  - A highly qualified special education teacher whose primary responsibility was to provide special education to children with disabilities and you were teaching children with disabilities that corresponded to your area of special education training and you have demonstrated knowledge and teaching skills in the content areas of the curriculum that you were teaching.

For more information and a list of eligible schools, go to http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp?tab=repaying

- **Cancellation of Perkins Loans for Teachers**

  Teachers may qualify for cancellation (discharge) of up to 100 percent of a Federal Perkins Loan if they have served full time in a public or nonprofit elementary or secondary school system as a:

  - Teacher in a school serving students from low-income families; or
  - Special-education teacher, including teachers of infants, toddlers, children, or youth with disabilities; or
  - Teacher in the fields of mathematics, science, foreign languages, or bilingual education, or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that state.

- **Federal SMART Grant Program**

  The Federal Budget Reconciliation Act recently enacted by Congress establishes a new National Science and Mathematics Access to Retain Talent (SMART) Grant program. The Act creates a new award in the amount of $4,000 for Pell Grant recipients in their junior or senior years who maintain a 3.0 GPA and who major in science, math, engineering, or a foreign language critical to national security. While not directed at teachers, the grants would be available to eligible Pell Grant recipients who participate in the UC/CSU SMI program.

- **International Teachers**

  International certificates are issued to applicants who are from a country other than the United States, who have completed at least a bachelor's degree with a major in the field of teaching, who have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the request of the school district if the teacher has met all certification examination requirements during the first year. The Commission on Teacher Credentialing works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers. These teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.

- **Troops to Teachers (TTT)**

  The purpose of TTT is to assist eligible military personnel in transition to a new career as public school teachers in targeted schools. A network of state TTT offices has been established to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment

leads. In addition, the program helps these individuals find employment in high-need local educational agencies (LEAs) or charter schools. A "high need LEA" is defined as an LEA that has a poverty rate of at least 20 percent or at least 10,000 poor children and has a high percentage of teachers teaching out-of-field or with emergency credentials.

Under this program the Secretary of Education transfers funds to the Department of Defense for the Defense Activity for Non-Traditional Education Support (DANTES) to provide assistance, including stipends of up to $5,000, to eligible members of the armed forces so that they can obtain certification or licensing as elementary school teachers, secondary school teachers, or vocational/technical teachers and become highly qualified teachers by demonstrating competency in each of the subjects they teach. In lieu of the $5,000 stipends, DANTES may pay $10,000 bonuses to participants who agree to teach in high-poverty schools. A "high-poverty school" is defined as a school where at least 50 percent of the students are from low-income families or the school has a large percentage of students who qualify for assistance under the Individuals with Disabilities Education Act. http://www.ed.gov/programs/troops/index.html

- **Secondary Teachers of Multiple Subjects Verification Process**

  One of the key performance goals of NCLB is that all students will be taught by highly qualified teachers. All elementary, middle, and high school teachers assigned to teach core academic subjects were to meet NCLB HQT requirements by June 2006. In general, California has made good progress in meeting that goal. However, secondary special education and secondary alternative education teachers face unique challenges, and California LEAs have struggled to meet their goals with this population. The California Verification Process for Secondary Teachers of Multiple Subjects is designed for teachers who are authorized under California *Education Code* Section 44865 and for secondary special education teachers; it was developed to provide an opportunity for teachers in special programs to demonstrate that they are highly qualified.

  On July 7, 2006, California's State Plan of Activities to Meet NCLB Teacher Quality Requirements was submitted to ED. California made a commitment to the development of a "new verification process for secondary teachers of multiple subjects" as a means to provide an opportunity for teachers in special programs to become highly qualified. The California 2006 Budget Act (Chapter 47, Statutes of 2006), line item #6110-001-0890, Schedule (1) Provision 40, provides funding authority for improving special education teacher quality. With this funding and authority from the Legislature and the Governor, the CDE awarded Ventura County Office of Education (VCOE) a grant to design and implement this verification process.

The specifications for the professional development component cover content aligned to the CCTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examination for Teachers (CSET) Single Subject Examinations, the California core academic standards, the California High School Exit Examination, and the California Standards Tests. The format is similar to that used for the CSET preparation program. The professional development incorporates theory and practice, is organized in two levels, and meets the NCLB criteria for high-quality professional development. The duration of the modules is designed to meet the need for sufficient intensity of the training. Detailed descriptions of the professional development criteria are included in the NCLB Verification for Secondary Teachers of Multiple Subjects and will be available upon final verification by the SBE.

- **Alternative Certification Program**

  Senate Bill 1209 authorizes the Commission on Teacher Credentialing to award an additional $1,000 per teacher (above the $2,500 per teacher currently) for the alternative certification program to any school district or county office of education that agrees to specified requirements to address the distribution of teacher interns, including providing more pre-service training for teachers of English learners, providing opportunities for classroom supervision/observation, and maintaining small ratio of experienced teachers to teacher interns at a school site. This bill also requires a LEA to demonstrate that a low-performing school does not have a higher percentage of teacher interns than the district wide average of teacher interns in a school in that year in order to receive the higher funding level in the second year ($6.8 million).

  Testing: Credential candidates can substitute a passing score, as established by the SSPI, on the Graduate Record Examination General Test (GRE), the SAT, and the ACT Plus Writing Test to satisfy basic skills required in lieu of the California Basic Educational Skills Test (CBEST). This provision will remove the need to take one of the many exams teachers are required to take and speed up the process of entering a credential program after the completion of the bachelor's degree.

- **Teacher Credentialing Block Grant (AB 825)**

  School districts, county offices of education, and consortia of districts and county offices that offer approved Beginning Teacher Support and Assessment programs are eligible for Teacher Credentialing Block Grant funds. The purpose of this program to provide induction services for first-year and second-year teachers and aid them in moving from their preliminary credential to their clear credential.

Improving the Quality of Teachers in Hard-to-Staff Schools (Attachments 11a and 11b)

- **One Thousand Teachers, One Million Minds Initiative - University of California**

  In May 2004 a compact was developed and signed between the higher education community and the California Governor focused on improving both the supply and quality of science and mathematics teachers in California. The goal of the program is to certify 1,000 mathematics and science teachers per year upon full implementation of the program. The program will provide all undergraduates the opportunity to complete a major in the field of science or mathematics while completing the course work that will prepare them to be highly qualified science or mathematics secondary teachers in four academic years. This program has been in existence for two years at the University of California. The Mathematics and Science Leadership Office at the CDE continues to build on the collaboration and provides advices on this project.

- **Quality Education Investment Act of 2006**

  This bill authorizes school districts and other local educational agencies to apply to the SSPI for funding. The money should be allocated to elementary, secondary, and charter schools that are ranked in either decile one and two on the 2005 API for use in performing varied specified measures to improve academic instruction and pupil academic achievement.

- **California Mathematics and Science Partnership Program**

  Through the use of NCLB, Title II, Part B, funds, the CDE has established the California Mathematics and Science Partnership Grant Program (CaMSP). This professional development program is focused on increasing the academic achievement of students in mathematics (grades five through Algebra I) and science (grades four through eight) by enhancing the content knowledge and teaching skills of classroom teachers. The CaMSP program engages LEAs to partner with local institutions of higher learning (IHE) to provide cohorts of long-term teachers, and sustained professional learning activities to develop strong mathematics and science content knowledge and related pedagogical strategies. Program activities ensure that educators develop the necessary knowledge and skills to effectively teach challenging courses using instructional materials adopted by the State Board of Education (SBE). Professional learning opportunities must adhere to the following requirements:

    - Improve teachers' subject-matter knowledge.

- Relate directly to the curriculum and academic areas in which the teacher provides instruction.

- Enhance the ability of the teacher to understand and use the challenging California academic content standards for mathematics and science.

- Provide instruction and practice in the effective use of content-specific pedagogical strategies.

- Provide instruction in the use of data and assessments to inform classroom practice.

Additionally, the CaMSP program partnerships are between a high-need LEA and an engineering, mathematics, or science department of an institution of higher education. The term “high-need LEA” refers to an LEA that serves a student population of which at least 40 percent qualify for the National School Lunch Program. Therefore, funding is directed throughout the state to high-need educational agencies that historically employ new and under prepared teachers. The CaMSP program indirectly addresses the equitable distribution of highly qualified teachers in California by providing an opportunity to teachers in those schools to improve their content knowledge and instructional strategies.

- **Mathematics and Reading Professional Development Program (Assembly Bill 466, reauthorized under Senate Bill 472)**

Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program. This reimbursement program provides funding for 120 hours of professional development in mathematics and reading/language arts to K-12 classroom teachers. SB 472 also provides incentive funding to LEAs for the purpose of providing teachers of English language learner pupils in Kindergarten and grades one through twelve. The program authorizes 40 hours of institute training and 80 hours of follow-up practicum. Local educational agencies must provide assurances that the initial 40 hours of professional development will be contracted with a state board approved provider. The training will be based on the statewide academic content standards, curriculum frameworks, and instructional strategies designed to help all pupils, including English language learners and pupils with exceptional needs, gain mastery of the California academic content standards. The regulations also authorize 20 hours of initial training and 20 hours of follow-up practicum for instructional aides or paraprofessionals.

AB 466, under Article 3 for LEAs, provides approved professional development delivered by SBE-approved training providers on state or local board-approved instructional materials that are aligned with state content standards and curriculum frameworks. This program was reauthorized by Senate Bill (SB) 472

in 2006. The reauthorization will continue the Mathematics and Reading Professional Development Program through June 2012.

This professional development program will be a major component for secondary special education teachers and teachers who qualify for rural flexibility as stipulated in the *California Code of Regulations*, Title 5, sections 6111 and 6113, county office programs. AB 466 and its reauthorizing legislation, SB 472, prioritize participation in the program. The intent of the legislation is to allow LEAs to give highest priority to training teachers who are new to the teaching profession, who are assigned to high-priority schools, and who are assigned to schools that are under state sanctions. This intention supports the equitable distribution of HQTs by ensuring that priority funding be given to LEAs for the purpose of providing professional development in mathematics and reading for teachers in highest need schools.

- **National Board Certification Program**

The National Board for Professional Teaching Standards (NBPTS) provides a rigorous measure for experienced teachers through sets of teaching standards that describe the accomplished level of teaching. Over the course of a school year, candidates for national certification must create a portfolio of their teaching and sit for an assessment of their content knowledge. National Board certification is available in more than 24 certificate areas, defined by a student age range and the content taught. Teachers seeking National Board Certified Teacher (NBCT) status often create small learning communities as they develop their portfolios. The National Board certification process requires teachers to examine their practice and provides the opportunity to address apparent weaknesses. The process can take up to three years for teachers who discover a weakness that must be addressed. National Board certification is the epitome of long-term, meaningful professional development. Approximately one percent of all California teachers are NBCTs.

National Board certification is one measure of the highly qualified teacher status necessary for NCLB compliance. To encourage teachers in California to take the challenge of national certification, the CDE administers two programs. The federally funded Candidate Subsidy Program (CSP) provides 50 percent of the candidate fees, and the state-funded NBPTS Incentive Award Program provides a $20,000 incentive award for NBCTs who work in high-priority schools. The 2006 Budget Act proposes additional state funding to increase the candidate fee support to 90 percent. With approximately 50 percent of California NBCTs teaching in the bottom half of all California schools (determined by the Academic Performance Index), California is the national exception with regard to the equitable distribution of NBCTs.

- **Beginning Teacher Support and Assessment Program (BTSA)**

  All California teaching candidates graduating from credentialing programs must pass the CSET that ensures subject-matter competency. Once hired, they are required to participate in a two-year induction program (SB 2042). This program, the Beginning Teacher Support and Assessment Program (BTSA), is a state-funded induction program designed to support the professional development of newly credentialed, beginning teachers and fulfill the requirements for the California clear multiple and single subjects credentials.

  The BTSA Induction Program provides formative assessment, individualized support, and advanced content for newly credentialed, beginning teachers, ensuring a highly qualified teacher in every California classroom.

- **New Legislation: Senate Bill 1209, Scott**

  Certificate Staff Mentoring: SB 1209 establishes the Certificate Staff Mentoring (CSM) program, which provides $6,000 annual stipends to experienced teachers to teach in "staff priority schools" (defined as schools ranked in deciles one through three of the Academic Performance Index or a county juvenile court school) and assists teacher interns during their induction and first years of teaching ($11.2 million).

- **The California Subject Matter Projects**

  The California subject matter projects (CSMP), administered by the University of California Office of the President (UCOP), has long played a major role in professional development for California K-12 teachers. Beginning with the establishment of the California Writing Project in 1977, the CSMP has evolved to include all core academic subject areas. The CSMP assists new, under prepared and veteran teachers to develop and master core academic content and research-proven instructional methods that are linked to adopted California content standards, curriculum frameworks, and related approved instructional materials.

  The CSMP operates statewide through a network of regional projects. In 2002-03, the Governor and Legislature chose to appropriate the state funds for technical assistance under Title II, Part A, $4.35 million, to the CSMP. The CSMP expends those funds under an MOU between the CDE and UCOP that seeks to address major NCLB goals and the needs of LEAs, schools, and their teachers.

  The CSMP, using federal funds, intends to provide technical assistance to teachers and LEAs in support of the following four major goals, specified as priorities under NCLB, Title II, Part A, Section 2113 – State Use of Funds.

Goal I: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers, enabling them to meet licensing and certification requirements to become highly qualified in the core academic areas, pursuant to California regulations and federal law.

Goal II: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers that support the development of academic content knowledge and the content-specific pedagogical skills required to teach in accordance with California academic content standards and state assessments to promote student achievement consistent with such standards.

Goal III: In collaboration with schools and districts, the CSMP will provide technical assistance to teachers to develop the knowledge and skills required to ensure that English learners (ELs) have full access to the core curriculum and demonstrate satisfactory (or better) academic literacy skills, reading and writing, in the core content areas.

Goal IV: In collaboration with schools and districts, the CSMP will provide technical assistance to administrators and teachers that supports LEAs in meeting or exceeding Adequate Yearly Progress (AYP) and API goals.

In 2005-06 the CSMP reported serving 39,761 participants, of whom 29,046, or 73 percent, are teachers. Of the teachers, about 16,524, or 57 percent, were teaching at low-performing schools; more than 12,402, or 43 percent, reported being teachers of ELs; 592, or 2 percent were teachers who were working toward their preliminary credential in the subject area in which they teach; and 4,937, or 17 percent needed to demonstrate subject-area competency through the California HOUSSE process.

Project	Professional Development Programs	Participants	Low-Performing School Participants	Total Hours
California Writing Project	1,587	12,658	3,747	258,694
California History-Social Science Project	444	2,648	694	45,395
California International Studies Projects	410	1,953	662	46,612
California Math Project	915	7,523	3,905	258,870
CRLP	589	8,364	4,869	135,234
CSP	369	3,857	1,813	79,521
CFLP	76	629	198	20,359
TCAP	471	2,129	636	47,913
Total	**4,861**	**39,761**	**16,524**	**892,598**
CSMP projections for July 1, 2006, to June 30, 2007, is to come within + or - 5% of the number of programs and participants served in 2005-06.				

The goals outlined in the MOU between the CDE and UCOP include providing technical assistance and high-quality professional development to schools and districts so that teachers may comply with NCLB highly-qualified teacher requirements.

- **Cross-cultural Language and Academic Development (CLAD) Certificate**
  The Cross-cultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate authorize teachers to provide certain types of instruction to English learners.

  This certification demonstrates the level of knowledge and skills required to teach English learners effectively. This is especially significant given that Hispanics constitute about 75% of all students enrolled in programs for the limited English proficient (LEP), including bilingual education and English as a second language (ESL) programs. Additionally, approximately 35% of Hispanic children live in poverty.

- **Bilingual Teacher Training Program**
  Bilingual Teacher Training Program (BTTP) funds support schools and districts as regional training centers in preparing teachers, kindergarten through grade twelve, for California Commission on Teacher Credentialing authorization to provide instructional services to English learners. The training prepares teachers in the appropriate methodologies to facilitate English learners' acquisition of English and academic development.

Recruiting and Retaining Highly Qualified Teachers in Hard-to-Staff Schools (Attachments 13a and 13b)

- **New Legislation: Senate Bill 1209 (Scott)**

  Personnel Management Assistance Team (PMAT): SB 1209 established the PMAT in up to six county offices to provide technical assistance to school districts in personnel management, recruitment, and hiring processes, and it allows the SSPI to select one PMAT to maintain a clearinghouse of effective personnel management and hiring practices ($3 million).

  Salary Planning Grants: SB 1209 authorizes the district and teachers' bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (e.g., a step-and-column salary schedule).

- **New Legislation: Senate Bill 1133 (Torlakson) Quality Education Investment Act of 2006**

  This bill authorizes school districts and other local educational agencies (LEA) to apply to the SSPI for funding. The money should be allocated to elementary, secondary, and charter schools that are ranked in either decile one and two on the 2005 API for use in performing varied specified measures to improve academic instruction and pupil academic achievement. CDE will be working with the LEAs in developing a teacher quality index. This instrument will document the distribution of teaching experiences across the LEA and guide its personnel decisions.

- **California Teacher Recruitment Program**

  In an effort to help meet the critical need for teachers in California, the Sacramento County Office of Education is coordinating a recruitment effort aimed at finding highly qualified teachers for low -performing schools.

  Designed to help recruit highly qualified teachers for low performing schools and help meet a critical need. California will focus its attention on three geographic areas for its recruitment efforts for schools in deciles 1-3 on the state's Academic Performance Index:

  1. Riverside and San Bernardino Counties,
  2. Los Angeles County, and
  3. San Joaquin and Salinas Valleys.

- **SB 550 Working and Learning Conditions**

  Requires school districts to maintain all facilities in a working order, improve working conditions, create positive classroom learning environments and provide sufficient textbooks and instructional materials for all students. This bill appropriated $20,200,000 from the General Fund to the State Department of Education and, of that amount $5,000,000 was appropriated for transfer to the State Instructional Materials Fund for purposes of acquiring instructional materials, as specified, $15,000,000 was appropriated for allocation to county offices of education for review and monitoring of schools, as specified, and $200,000 was appropriated for purposes of implementing this act.

- **SB 6 School Facilities Needs Assessment Grant Program**
  This legislation established the School Facilities Needs Assessment Grant Program which conducted a one-time facilities needs assessments for schools in deciles 1 – 3. It also established the School Facilities Emergency Repair Account to pay for emergency facilities repairs for these same schools.

A total of $250,000 was appropriated from the General Fund to the State Allocation Board for the administration of the School Facilities Needs Assessment Grant Program and the School Facilities Emergency Repair Account for the 2004–05 fiscal year. $30,000,000 from the General Fund, was appropriated for school districts under the School Facilities Needs Assessment Grant Program and $5,000,000 was appropriated for transfer to the School Facilities Emergency Repair Account.

- **California Extra Credit Teacher Program**

  The Extra Credit Teacher Program (ECTP) is designed to make homeownership a possibility for eligible teachers, administrators, classified employees and staff members working in high-priority schools in California. The ECTP is intended to help high priority schools attract and retain education professionals by offering an incentive in the form of down payment assistance for the purchase of a home anywhere in California.

- **Transition To Teaching Grants**

  The program provides grants to recruit and retain highly qualified mid-career professionals and recent graduates as teachers in high-need schools. Additionally, these grants encourage the development and expansion of alternative routes to certification under state-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual or other factors in lieu of traditional course work in the field of education.

DOES THE PLAN SPECIFICALLY ADDRESS THE NEEDS OF ANY SUBGROUPS OF TEACHERS IDENTIFIED IN REQUIREMENT 1?

The new STMSV process will assist secondary teachers of multiple subjects and secondary teachers in alternative education programs in becoming highly qualified. Giving alternative education teachers, who are generally not certified in the specific areas they teach, a strong content background, with pedagogical practice, will make them stronger teachers and will translate into their staying in these programs for longer periods, thus increasing the average years of experience of these two types of teachers. Additionally, using the Troops to Teachers program as a recruitment tool for the alternative education programs will increase the number of teachers working in this vital, but hard-to-staff area.

Additionally, programs like One Thousand Teachers, One Million Minds Initiative, focused on improving both the supply and quality of science and mathematics teachers in California; and programs like the California Assumption Program of Loans for Education (APLE) designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas where a critical teacher

shortage has been identified. These areas are Mathematics (Grades 7-12), Science (Life/Physical) (Grades 7-12), Foreign Language, Special Education, English (Grades 7-12), Low-Income Area Schools, schools serving rural areas, State special schools, schools with a high percentage of emergency permit teachers and low-performing schools.

The plan will also focus on helping LEAs plan and implement content-aligned, cohesive, research-based professional development, especially in schools that are historically hard to staff. It is the plan of the CDE to build capacity in these schools that have been revolving doors for teachers for years, to ensure that teachers feel valued and receive adequate training to meet the challenges that face them in these high-needs schools.

Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?

Since 1995, California has been building an educational system of five components: rigorous content standards; standards-aligned instructional materials; standards-based professional development; standards-aligned assessment; and accountability structure that measure school effectiveness in light of student achievement. State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem to have the greatest impact on improving student achievement. In California, the state and federal consolidated applications, the state accountability system, the Coordinated Compliance Review process, local improvement plans, professional development opportunities, and technical assistance al will be aligned to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools.

As indicated elsewhere in this HQT Plan, California coordinates efforts and resources across offices, divisions, and funding sources to support the activities that will support LEAs in their quest to have all teachers highly qualified.

Available federal, state, and higher education funding are coordinated and leveraged so as to provide needed technical assistance, support, and services to LEAs in developing and implementing their improvement plans that will address the professional development needs of teachers in meeting HQT status. For example, Professional Development and Curriculum Support Division, School Fiscal Services and the School and District Accountability Division provide direct technical assistance.

The SEA will provide resource materials and program implementation guidelines to assist LEAs, and County Offices of Education to implement various HQT activities associated with meeting their highly qualified goals thru desk monitoring, Web casts, Frequently Asked Questions, Web postings, CMIS, and Categorical Program Monitoring.

Monitoring:

SEA will monitor Title I, Title II grants and contracts on an ongoing basis by assessing information gathered from various required reports, audits, frequent field contacts, site visits when necessary or as directed through legislation.

Each of the grants/contracts will be monitored to ensure quality programs, coordination of efforts, and compliance with the Education Code, legislation, and federal regulations.

The SEA uses the Consolidated Application (ConApp) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter school throughout California. Annually in June, each LEA submits Part I of the ConApp to document its participation in these programs and provide assurances that it will comply with all legal program requirements. Program entitlements are determined by formulas contained in the laws that created the programs. In the fall LEAs submit Part II of the ConApp which contains the LEA entitlement for each funded program. Out of each state and federal program entitlement, LEAs allocate funds for indirect cost of administration for programs operated by the district office and for programs operated at schools. (www.cde.ca.gov/fg/aa/co/index.asp)

Both state and federal laws require the SEA to monitor categorical programs operated by LEAs. This state oversight is accomplished in part by conducting annual on-site monitoring of programs administered by LEAs for one-quarter of all LEAs. The SEA monitors LEAs for compliance with requirements of each categorical program, including fiscal requirements.

Education Code Section 64001 requires the State Superintendent of Public Instruction to create a monitoring instrument which the State Board of Education (SBE) reviews for consistency with SBE policy. SEA uses the instrument to monitor LEA compliance with specific tenets of the law. In 2005, the SEA revised and updated the monitoring instrument to clarify current state and federal legal requirements. The SEA configured the instruments into seven dimensions representing major program requirements and sequences so that each dimension builds upon and informs the one preceding it. The seven dimensions are: Involvement; Governance and Administration; Funding; Standards, Assessment and Accountability; Staffing and Professional Development; Opportunity and Equal Access; Teaching and Learning.

Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

The NCLB Act of 2001 is a federal legislation that established a new definition of Adequate Yearly Progress (AYP) for all schools, LEAs, and the state beginning with the 2002- 03 school year.

All schools and LEAs are required to meet all AYP criteria in order to meet federal NCLB accountability requirements. Currently, the consequences of not meeting AYP criteria apply only to Title I-funded schools and LEAs. Schools and LEAs that receive federal Title I funds face NCLB Program Improvement (PI) requirements for not meeting AYP criteria.

PI is a formal designation for Title I-funded schools and LEAs. A Title I school or LEA is identified for PI if it does not meet AYP criteria for two consecutive years within specific areas. If a school or LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years.

The SEA uses the Consolidated Application (ConApp) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter school throughout California. Additionally, the SEA has now added elements to identify how much of the LEAs Title II allocation are being spent towards examination and test preparation fees. The SEA is also examining how much of the LEAs total Title II allocation funds are being spent on class-size reduction to see if it has on impact on

The SEA is ensuring that Title II funds are being spent towards appropriate class size reduction program practices consist with federal law. Research indicates that reducing the number of students per teacher, and creating smaller instructional groups have shown to increase test scores. Thereby the SEA has included expenditures associated with class size reduction in the latest ConApp in order to capture the data necessary to make a determination as to the effectiveness of the program.

The Attachment 7 provides additional information specific to how the SEA will collect and monitor Title I and Title II expenditures.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

DOES THE PLAN INDICATE HOW THE SEA WILL MONITOR LEA COMPLIANCE WITH THE LEAS' HQT PLANS DESCRIBED IN REQUIREMENT 2 AND HOLD LEAS ACCOUNTABLE FOR FULFILLING THEIR PLANS? (REVISED)

LEAs that fail to meet or achieve acceptable HQT percentages (at least 95% in all schools and programs) will be required to submit a plan, with timelines, for meeting the goal by the end of the 2007-08 school year or submit a plan, with timelines, that demonstrates the LEA will achieve predetermined percentages until full compliance can be achieved. The NCLB HQT analyst will review plans and budgeted activities to ensure that teachers are given the resources needed to become highly qualified.

The state will utilize its existing and newly created data collection systems to monitor LEAs for HQT compliance. The coordinator and CMIS staff will review data annually and schedule monitoring visits to LEAs, giving priority to those that do not make AYP. LEAs will provide appropriate documentation of plans and progress toward maintaining/meeting the 100 percent goal. A plan for corrective action will be mandated for LEAs that do not maintain acceptable HQT percentages or fail to make sufficient progress toward the 100 percent goal.

DOES THE PLAN SHOW HOW TECHNICAL ASSISTANCE FROM THE SEA TO HELP LEAS MEET THE 100 PERCENT HQT GOAL WILL BE TARGETED TOWARD LEAS AND SCHOOLS THAT ARE NOT MAKING AYP?

Data collected on classes taught by teachers who are not HQ will be combined with data on schools and LEAs that do not make AYP to determine the schedule for monitoring and technical assistance visits. Priority will be given to LEAs and schools that do not meet AYP and that have the greatest percent of classes taught by non-HQ teachers.

DOES THE PLAN DESCRIBE HOW THE SEA WILL MONITOR WHETHER LEAS ATTAIN 100 PERCENT HQT IN EACH LEA AND SCHOOL:

- **In the percentage of highly qualified teachers at each LEA and school**

  Data will be collected in October through the CBEDS-PAIF of each school year to identify teachers assigned to classes for which they are not HQ. This information will be utilized in the monitoring process and in providing technical assistance to LEAs. The CDE will require each LEA that does not report 100 percent HQT compliance to submit the name of the teacher, the subject taught, and the plan to ensure that each teacher will be HQ by the end of the current school year. This plan will be due to the CDE by October 31 of each year (Attachment 3). In the case of a non-HQ teacher

teaching in a Title I class, the LEA or COE will be required to include documentation that the appropriate parental notification was done by including a copy of the letter and signed verification that all required letters were sent.

- **Of the percentage of teachers who are receiving high-quality professional development, is it possible to enable such teachers to become highly qualified and successful classroom teachers?**

  As mentioned in Requirement 3, the monitor of programs targeted at struggling LEAs will offer needed insight into which programs offer the support for new teachers to become highly effective teachers. The CDE will annually evaluate which programs are showing promise and which are not demonstrating measurable change to ensure that schools have the resources and technical assistance needed to make long-term changes in teaching practices to meet the 2014 goal of all students being proficient in math and reading.

CONSISTENT WITH ESEA §2141, DOES THE PLAN INCLUDE TECHNICAL ASSISTANCE OR CORRECTIVE ACTIONS THAT THE SEA WILL APPLY IF LEAS FAIL TO MEET HQT AND AYP GOALS?

All schools participating in the CMIS program and those identified in Requirement 1 will be monitored for success as part of the implementation of this plan. Data will be collected on each LEA that participates in programs discussed in this plan, and adjustments will be made when a need is indicated.

Technical Assistance

The Title II, Part A, state coordinator and CMIS staff will continue to provide ongoing technical assistance to LEAs and schools that fail to meet or maintain adequate HQT percentages. A variety of programs and initiatives are in place and more will be added as data indicate a need. These programs are described in the response to Requirement 3.

Corrective Actions

Level I: Not reporting high quality teacher-equitable distribution (HQT-EDET) of at least 95 percent in all schools and programs and not demonstrating good-faith effort (attending trainings, demonstrating growth, providing documentation, implementing agreed upon HQT plan)

In collaboration with the CDE, the LEA will:

- Hire only NCLB compliant, fully California credentialed teachers until the school has maintained 100 percent NCLB compliance for two years and exceeds the district average for experienced teachers.

- Identify funds.
- Develop an immediate HQT-EDET Plan for growth.
- Identify responsible parties.
- Develop a timeline for implementation.

Level II: Failing to implement the Immediate HQT-EDET Plan for Growth and reporting 95 percent HQT percent or less

The LEA will:

- Publish the HQT-EDET percentages of all schools and programs in the LEA in local newspapers.
- Hold at least two public meetings to gather input from stakeholders (community, chamber of commerce, parents group, CTA) on strategies for immediate improvement.
- Write up a plan and publish it (in the local paper) with timelines, funding sources, and responsible parties.
- Send the plan, with proof of publication, to the CDE.

Level III: Failure to comply with Level II sanctions, failure to implement Level II plan, and reporting HQT compliance of less than 95 percent

The CDE and the LEA superintendent will create an immediate HQT-ED growth plan and assign appropriate funds with timelines.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year and explain how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

DOES THE PLAN DESCRIBE HOW AND WHEN THE SEA WILL COMPLETE THE HOUSSE PROCESS FOR ALL TEACHERS NOT NEW TO THE PROFESSION WHO WERE HIRED BEFORE THE END OF THE 2005-06 SCHOOL YEAR? (REVISED)

The CCTC is authorized to license teachers in the State of California. The licensing of teachers in the State of California is a complex system with many avenues and alternatives to establishment of the appropriate credential and authorization. Because of this system, many teachers in California are authorized to teach subjects in which they do not have a major or minor. In schools, alternative programs, and county programs where this is true, the HOUSSE process has been invaluable in allowing teachers to use years of experience, college units, and professional development to verify subject-matter competency. Additionally, California chronically suffers from a teacher shortage. Complete elimination of the HOUSSE process would make this chronic shortage an epidemic and cripple the state's ability to ensure a high-quality and effective teacher for all California students.

California's HOUSSE process was designed to be somewhat self-limiting over time. Many states allow teachers to be hired as "new to the profession," but after they have been employed for a certain length of time, their status can change to "not new." California purposely set one point in time, directly related to NCLB requirements, that would establish every teacher's status. For purposes of evaluating NCLB compliance, LEAs must consider any teacher who was credentialed after July 1, 2002, as "new to the profession." Any teacher who had received his or her credential before that date would be considered "not new." The CDE strongly believes in the HOUSSE process that was created in collaboration with a diverse group of constituents. It does ensure that teachers have a strong background in the subject they teach; however, the CDE acknowledges that some parts of the process may be weaker than originally intended. It is important to note that the existing HOUSSE will continue to be used as a vehicle for certifying teachers through June 30, 2007. It is the intent of the CDE to delineate the acceptable activities that meet the "Leadership and Service to the Profession" component in HOUSSE and this change will require revisions to *California Code of Regulations*, Title 5.

HOUSSE Part 1: Current

- Prior experience in the core academic content area. A maximum of five years (50 points) may be counted; out-of-state experience may be counted, and non-consecutive years may be counted.

- Course work in the core academic content area. Course work must be non-remedial course work, C- or better for subject area.

- Standards-aligned professional development in the core academic content area. NCLB law requires that the HOUSSE process must be available to the public upon request. LEAs were instructed to develop a list of acceptable NCLB professional development activities, assign points for completed activities, utilize the list uniformly throughout the LEA (district, charter school, and/or county), and make the list available to the public upon request. Because standards were not in place in California until 1997, only professional development offered after that date is acceptable.

- Leadership and service to the profession in the core academic content area continues to be part of the process. However, the State may re-define this area and limit leadership and service to the following:
  1. presenter of core content area standards-based professional development;
  2. core subject-matter mentor;
  3. academic curriculum coach;
  4. university supervising master teacher;
  5. instructor at a regionally accredited college/university in content area/content methodology;
  6. Beginning Teacher Support & Assessment support provider;
  7. Peer Assistance and Review program;
  8. department chairs with academic responsibilities
  9. published author on core curriculum area;
  10. national/state recognition as “Outstanding Educator” in content area/grade span;
  11. leadership role on ~~Western Association of Schools and Colleges~~ [Note, Update 04-Apr-2009, the hyperlink no longer valid] committee; and
  12. leadership role on formative assessment committee. LEAs would utilize the list uniformly throughout the LEA (district, charter school, and/or county), and make the list available to the public upon request.

  Such changes will require *California Code of Regulations*, Title 5 changes. The current HOUSSE process will remain unchanged pending these revisions. NCLB law requires that the HOUSSE process must be available to the public upon request and the CDE has made these documents available on its website.

HOUSSE Part 2: Current

If a “not new” teacher has not accumulated 100 points on HOUSSE-PART 1, then the teacher may use the California HOUSSE-PART 2 observation or portfolio requirement to demonstrate core academic subject-matter competence by using classroom-based

evidence. Assessment of evidence should indicate that California Standards for the Teaching Profession, Standards 3 and 5.1, and other elements have been met with sufficient documentation to ensure that the teacher has demonstrated competence in the core academic area(s) assessed.

The CDE is recommending to the State Board of Education the following changes to the HOUSSE process. Because it would not be appropriate to make changes to the HOUSSE during a school year, the CDE plans to implement these changes before any hiring takes place for the 2007-08 school year, but no later than June 30, 2007.

HOUSSE Part 1: Recommended Changes

- HOUSSE Part 1 will continue to be part of California's certification process for "not new" teachers.
    - Remove "Leadership and Service to the Profession" section.

HOUSSE Part 2: Recommended Changes

- HOUSSE Part 2 will no longer be available as part of California's certification process except for secondary multiple-subject teachers who teach in Small Rural School Achievement schools, secondary multiple- subject special education teachers, and secondary teachers who teach multiple subjects in alternative programs;
    - HOUSSE Part 2 will no longer contain a portfolio assessment option; and
    - Can not count for more than 40 of the 100 points needed.

Note: A complete description of California's rules and processes related to HQT is found in *NCLB Requirements Resource Guide* and may be accessed at ~~http://www.cde.ca.gov/nclb/sr/tq/documents/nclbresguide.doc~~. [Note: Update 07-Apr-2009, this Web address has been changed to http://www.cde.ca.gov/nclb/sr/tq/tiiresources.asp which provides the 2007 NCLB Resource Guide.]

DOES THE PLAN DESCRIBE HOW THE STATE WILL DISCONTINUE THE USE OF HOUSSE AFTER THE END OF THE 2005-06 SCHOOL YEAR EXCEPT IN THE FOLLOWING SITUATIONS? (REVISED)

- **Multi subject secondary teachers in rural schools, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire.**

    California's Rural Flexibility, *California Code of Regulations*, Title 5, § 6113. Middle and High School Teachers Rural Flexibility. Does not include a

provision for “new” (credentialed after July 1, 2002) teachers to use the HOUSSE process

- **Multi subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.**

Secondary special education flexibility has been of limited benefit to LEAs hoping to use the HOUSSE process on “new” secondary special education teachers because the CTC and the CDE have had limited success in getting universities to require or encourage special education teacher candidates to take the CSET-Math, CSET-Science, or CSET-English exams. The CDE and the CTC as well as LEAs and COEs are continuing to work with university intern programs and traditional teacher preparation programs to get them to require one of these exams for placement into the program. A better solution is the new STMSV program described in Requirements 1 and 3 and is mentioned below.

As discussed in Requirement 1 and Requirement 3, Ventura County Office of Education, under the authority of the CDE, is in the process of finalizing the Secondary Teachers of Multiple Subjects Verification Process. The rigorous content verification process for secondary teachers of multiple subjects, including all secondary special education teachers, and teachers who teach in home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court school, county community schools, LEA community day schools, small rural school achievement program schools, and independent study programs will alleviate the need to use a HOUSSE process, which is limited to “new” teachers (those credentialed after July 1, 2002) in most cases.

Requirement 6: The revised plan must include a copy of the state's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

DOES THE REVISED PLAN INCLUDE A WRITTEN EQUITY PLAN?

California is the most economically, geographically, and linguistically diverse state and has the largest population of teachers and students in the nation. California is also a "local control" state which means each LEA has developed into a unique educational agency. It would not be an exaggeration to say that, among the more than 1,053 districts, no two LEAs are alike. Therefore, no one plan could solve the problems facing California as the state moves aggressively toward the equitable distribution of highly qualified, experienced, and effective teachers for all students**. C**alifornia's plan is to meet and collaborate with 1,783 schools, representing 372 school districts, located in 56 of the 58 California counties (Attachment 6). During these collaborative sessions the California Department of Education (CDE) will identify existing and recently created programs that will aid each of these school sites or LEAs in recruiting, retaining, and improving the effectiveness of highly qualified teachers. Each of the programs discussed below offers unique opportunities for prospective teachers, new teachers, and veteran teachers to move to or remain in high-need districts.

In addition, the CDE will calibrate their resources both within the Department and across local educational agencies. The Professional Development and Curriculum Support Division will, throughout the next year, meet with the School Improvement Division and the School and District Accountability Division to develop a system that will ensure that the plans for both HQ-EDET and PI are successful.

Equitable Distribution Plan

The state plan for equitable distribution is a multifaceted plan in the way it addresses the equitable distribution of high-quality, experienced, and effective teachers in all schools specifically, in schools with high-poverty, high-minority populations whose students continue to under-perform academically. It is the focus of this plan to target state resources, both monetary and staff, to schools with high-poverty, high-minority populations that have historically been unable to recruit and retain highly qualified and effective teachers.

These critical areas of focus are addressed in the plan by allowing for each of the following in each of the plan's core components:

1. multiple measures and benchmarks in place both for the CDE and the LEA in monitoring concerted activities to address the issue of equitable distribution;
2. high-quality professional development will increase and develop each LEA's capacity to certify the improving skill level of its certificated staff;
3. LEA's needs assessments will be completed as a function of the program improvement and will serve as the basis for CDE's effective use of program

evaluation to gauge the sustained effect of the suggested professional development activities;

4. HQT staff will collaborate with the School Improvement Division (SAIT and High-Priority Schools) staff to evaluate the suggested professional development opportunities and programs as a function of school change and improvement.

It is the intent of the Compliance Monitoring, Interventions, and Sanctions program, to provide the LEA with direct technical assistance in developing their equitable distribution plan. The CDE, along with the LEA's leadership team, local boards, and other local stakeholders, will develop an equitable distribution plan, with goals, benchmarks, and timelines, that will move the LEA toward 100 percent highly qualified teachers. To this end, the CDE has collaborated with the Legislature on several key initiatives, such as Senate Bill 1133 (Quality Education Investment Act), Senate Bill 472 (Mathematics and Reading Professional Development Program), and pending legislation (Senate Bill 1209, which addresses Teacher Credentialing and creates the Certificated Staff Mentoring Program, among other things). Acting on its long-standing commitment to providing technical assistance to LEAs, the CDE will implement these initiatives designed to help LEAs meet their HQT goals by encouraging LEAs to utilize these new programs to increase the tenure of the teachers they already have on staff and encourage new teachers to remain at the sites once employed there.

Monitoring:

SEA will monitor Title I, Title II grants and contracts on an ongoing basis by assessing information gathered from various required reports, audits, frequent field contacts, site visits when necessary or as directed through legislation.

Each of the grants/contracts will be monitored to ensure quality programs, coordination of efforts, and compliance with the Education Code, legislation, and federal regulations.

The SEA uses the Consolidated Application (ConApp) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter school throughout California. Annually in June, each LEA submits Part I of the ConApp to document its participation in these programs and provide assurances that it will comply with all legal program requirements. Program entitlements are determined by formulas contained in the laws that created the programs. In the fall districts submit Part II of the ConApp which contains the district entitlement for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect cost of administration for programs operated by the district office and for programs operated at schools.

Both state and federal laws require the SEA to monitor categorical programs operated by LEAs. This state oversight is accomplished in part by conducting annual on-site monitoring of programs administered by LEAs for one-quarter of all LEAs. The SEA monitors LEAs for compliance with requirements of each categorical program, including fiscal requirements.

California *Education Code* Section 64001 requires the State Superintendent of Public Instruction to create a monitoring instrument which the State Board of Education (SBE) reviews for consistency with SBE policy. SEA uses the instrument to monitor LEA compliance with specific tenets of the law. In 2005, the SEA revised and updated the monitoring instrument to clarify current state and federal legal requirements. The SEA configured the instruments into seven dimensions representing major program requirements and sequences so that each dimension builds upon and informs the one preceding it. The seven dimensions are: Involvement; Governance and Administration; Funding; Standards, Assessment and Accountability; Staffing and Professional Development; Opportunity and Equal Access; Teaching and Learning.

One of the goals of this equitable distribution plan is for LEAs and schools to align their resources (both human and fiscal) with the objectives of the equitable distribution plan. The State Educational Agency (SEA) will make recommendations to LEAs on strategies to effectively allocate their resources for maximum impact through alignment of Title II, Part A and Title I funds. (Attachment 10)

The CDE has received comments on California's HQT Plan from various stakeholders, such as the California Teachers Association, Association of California School Administrators (ACSA), and public advocates to name a few. By working together, the SEA believes that a clear, coherent, and deliberate path will be established at each of the LEAs to help each one in reaching its goals.

Focus One:

In order to comply with federal mandates for oversight of the NCLB, the CDE began full implementation of California's LEA monitoring process for HQT, the Compliance Monitoring, Interventions, and Sanctions (CMIS) program, in June 2006. Specifically, a federal review of CDE administration of NCLB resulted in a "finding," to wit, that the CDE was not monitoring the accuracy of LEAs compliance with NCLB teacher quality requirements. Subsequently, CDE staff developed a protocol for such monitoring. In January 2006 the CMIS protocol was approved by the State Board of Education (SBE) and thereafter forwarded to the ED, from whom CDE staff received positive feedback. Full details of the program are included (Attachment 5).

The CMIS program staff has carefully analyzed available HQT percentages, AYP identification, poverty/minority data, and average years of experience for each school and educational program in California to develop a picture of each district and school in the state (Attachment 2). Schools were placed in the CMIS program by using two sets of criteria (Attachment 6.):

1. Failed to meet AMO-HQT for two consecutive years

2. Met their AMO-HQT for at least one year, but reported HQT percentages of less than 70 percent on the ConApp, Part II, in December 2005

To ensure that all schools have complied with NCLB HQT requirements by June 2007, the CDE will use the CMIS program to closely monitor the 1,783 schools, representing 372 districts, which have been placed in the CMIS process. Because of the large number of schools involved, the schools noted above will be divided into four subgroups as follows:

Category A: Schools with an HQT percentage of 85 percent or better (401 schools).

Category B: Schools with an HQT percentage between 70 percent and 85 percent (287 schools).

Category C: Schools with an HQT percentage below 70 percent (661 schools).

Category C2: Schools that may have met their AMO-HQT for at least a year but reported HQT percentages of less than 70 percent on December 2005 (428 schools).

For each LEA identified by the Compliance Monitoring, Interventions and Sanctions program that has a C or C2 category school, CDE staff will be conducting site visits to create an equity plan (evidenced in part, by Attachments 9b, 11b, 12b, and 13b to be completed by LEA) that will be monitored closely.

Increase the Capacity of Each School Where Inequities Exist:

- Certificate Staff Mentoring: SB 1209 (Attachment 11a)

  Certificated Staff Mentoring, established by SB 1209, provides $6,000 annual stipends to experienced teachers to teach in staff priority schools and assists teacher interns during their induction and first years of teaching. Personnel Management Assistance Team (PMAT): six county offices were chosen to provide technical assistance to school districts in personnel management and recruitment and hiring processes.

LEAs may receive funding if all of the following conditions for a certificated staff mentoring program are meet:

1. The Lea provides annual stipends for experienced teachers (meeting specified criteria) who teach in a staff-priority school (school is at or below the 30th percentile for API and includes juvenile court school, county community school, or community day school)..

2. These experienced teachers must receive training on how to serve as a mentor and be provided with the time, material, and resources to provide assistance to new teachers.

- Beginning Teacher Support and Assessment Program (Attachment 11a)

  The purposes of the Beginning Teacher Support and Assessment (BTSA) Program are to enhance the success and retention of first-year and second-year teachers by aiding the transition into teaching; to improve training for new teachers; to provide intensive, individualized support and assistance to each participating beginning teacher; and to establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession.

- One Thousand Teachers, One Million Minds Initiative - University of California (Attachment 11a)

  The program is intended to increase the supply and quality of science and mathematics teachers in California by providing students the opportunity to complete a bachelor's degree and all requisite course work to become highly qualified as a secondary teacher in math or science in four years.

- California Mathematics and Science Partnership Program (Attachment 11a)

  California Mathematics and Science Partnership (CaMSP) grants are intended to help educators improve their skills in teaching math and science. The grants are awarded to eligible partnerships or educational agencies that in turn create opportunities for teachers to receive professional development in teaching math and science. Target schools are those in which at least 40 percent of students qualify for the National School Lunch Program.

- Mathematics and Reading Professional Development Program (AB 466, now SB 472). (Attachment 11a)

  Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program. This is a reimbursement program that provides professional development for K-12 classroom teachers, instructional aides, and paraprofessionals.

AB 466 was reauthorized through June 2012. The highest priority for this program is given to secondary special education teachers and teachers who qualify for rural flexibility county office programs. Additionally, priority is given to teachers who are new to teaching, who are assigned to high-priority schools, and who are assigned to schools that are under sanctions.

- National Board Certification Program (Attachment 11a)

  The National Board for Professional Teaching Standards (NBPTS) provides a rigorous measure for experienced teachers through sets of teaching standards that describe the accomplished level of teaching. Over the course of a school year, candidates for national certification must create a portfolio of their teaching and sit for an assessment of their content knowledge. National Board certification is available in more than 24 certificate areas, defined by a student age range and the content taught. Teachers seeking National Board Certified Teacher (NBCT) status often create small learning communities as they develop their portfolios. The National Board certification process requires teachers to examine their practice and provides the opportunity to address apparent weaknesses. The process can take up to three years for teachers who discover a weakness that must be addressed. National Board certification is the epitome of long-term, meaningful professional development. Approximately one percent of all California teachers are NBCTs.

  The federally funded Candidate Subsidy Program (CSP) provides 50 percent of the candidate fees, and the state-funded NBPTS Incentive Award Program provides a $20,000 incentive award for NBCTs who work in high-priority schools. The 2006 Budget Act proposes additional state funding to increase the support for candidate fees to 90 percent. With approximately 50 percent of California NBCTs teaching in the bottom half of all California schools (determined by the Academic Performance Index), California is the national exception with regard to the equitable distribution of NBCTs.

- Coordination of action of CMIS technical assistance with PI efforts

  Under NCLB, the (SEA) must identify for PI those LEAs that failed to make AYP for two consecutive years. The SEA is required to take corrective action for any LEA that fails to make AYP for two consecutive years. The SEA works in conjunction with LEAs to identify for corrective action and restructuring any school that has been in PI for two years or more and has not made AYP on the same indicator (English-language arts, mathematics, graduation rate, or participation rate). An LEA or a school is eligible to exit PI status after it makes AYP for two consecutive years.

  In its efforts to assist schools and LEAs to exit PI status, the CDE has developed essential program components (EPCs), which are considered to be key

components of an effective academic program. The EPCs support academic student achievement in reading/language arts and mathematics. The SEA has also developed and made available various tools to assist LEAs and schools with the school improvement process. These tools include the Academic Program Survey (APS) instrument that is used to evaluate a school's implementation of EPCs; the District Assistance Survey (DAS), which can be used to examine an LEA's processes and protocols to determine possible gaps in support for schools; the English Learner Subgroup Self Assessment (ELSSA), designed to serve as a technical assistance tool for LEAs in analyzing and addressing program services to the English learner (EL) subgroup; and the Least Restrictive Environment (LRE) survey, which can be used to analyze LEA and school special education programs. These instruments can be found in the Virtual Library located on the CDE Web site at http://www.cde.ca.gov/ta/lp/vl.

School Assistance and Intervention Teams (SAITs) provide intensive support and monitoring to assist state-monitored schools in improving student learning. Schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) or High Priority Schools Grant Program (HPSGP) must meet their program's definition of significant growth, based on the results of the school wide Academic Performance Index (API), or the school is deemed state-monitored. Each school participating in either the II/USP or the HPSGP must meet its program's definition of significant growth each year until the school exits the program, with the approval of the State Board of Education.

CMIS staff will work with the PI and SAIT efforts to develop a system of monitoring and technical assistance that ensures the goals of all programs are met.

Improve the Pool of High-Quality Teachers in Hard-to-Staff Schools:

- Alternative Certification Program (Attachment 12a)

  Legislation authorizes the Commission on Teacher Credentialing to award an additional $1,000 per teacher for teacher interns to receive additional training in teaching English learners and provide a reduced ratio of experienced teachers to teacher interns.

- Troops to Teachers (Attachment 12a)

  The purpose of TTT is to assist eligible military personnel in the transition to a new career as public school teachers in targeted schools.

- International Teachers (Attachment 12a)

  International certificates are issued to applicants who are from a country other than the United States, who have completed at least a bachelor's degree with a

major in the field of teaching,and who have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the request of the school district if the teacher has met all certification examination requirements during the first year. The Commission on Teacher Credentialing works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers. These teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.

- California Teacher Internship Programs (Attachment 12a)

  Alternative teacher credentialing programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers.

- California Assumption Program of Loans for Education (APLE), Other Load Forgiveness Programs (Attachment 12a)

  The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria.

Retain High-Quality, Effective Teachers in Hard-to Staff Schools

- Personnel Management Assistance Team (PMAT): SB 1209 established the PMAT in up to six county offices to provide technical assistance to school districts in personnel management, recruitment, and hiring processes and allows the SSPI to select one PMAT to maintain a clearinghouse of effective personnel management and hiring practices. ($3 million). (Attachment 13a)

- Salary Planning Grants: SB 1209 authorizes the district and teachers bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (e.g., a step-and-column salary schedule). (Attachment 13a)

Senate Bill 1655 Voluntary Transfers

- Senate Bill (SB) 1655 is currently awaiting the Governor’s signature. This bill removes most of the barriers that prevent many school districts from placing the best qualified teachers in the lowest performing schools (in API deciles 1-3). SB 1655 would allow principals in API decile 1–3 schools to reject the “voluntary” transfer of teachers not meeting students’ needs. SB 1655 will help prevent the

circumstance in which low-income, low-performing schools are often not notified that veteran teachers are leaving or transferring until late summer.

Teacher Recruitment and Student Support Program

The Teacher Recruitment and Student Support Program, authorized under Assembly Bill 146 (Laird), Budget Act of 2005, Item 6110485-0001, provides $46.5 million for improving student learning in low-performing schools (deciles 1–3). Each identified district is eligible to receive $23.73 per pupil based on the number of pupils in qualifying schools within the LEA, according to the 2004 California Basic Educational Data System enrollment and Academic Performance Index (API) rankings. Funds are to be used in decile 1-3 schools for the following purposes:

- A safe, clean school environment for teaching and learning
- Provision of support services for students and teachers
- Small group instruction
- Activities, including differential compensation, focused on the recruitment and retention of teachers who meet the NCLB definition of a highly qualified teacher
- Activities, including differential compensation, focused on the recruitment and retention at those schools of highly skilled principals
- Time for teachers and principals to collaborate for the purpose of improving student academic outcomes.

Further information may be obtained at ~~http://www.cde.ca.gov/fg/fo/r12/trssp05rfa.asp~~ [Note, Update 04-Apr-2009, this hyperlink no longer active, visit http://www.cde.ca.gov/fg/fo/ for all funding opportunities].

Focus Two:

Equitable Distribution Plan

Using the requirements outlined in the legislation, the CDE will choose a select group of schools identified for participation in the CMIS program and representing a wide geographic distribution of schools across urban, rural, and suburban areas, will be chosen to participate in this portion of the plan.

Using the NCLB Professional Development Resource Guide (available February 2007 on the CDE Web site) and the programs discussed above and in appendixes 9A-9E, HQT staff will work with the targeted schools to develop a system wide, cohesive plan of school improvement and staff development that will address the focus of the legislation issues articulated in the self-study (Appendices 8 and 11) and other state obligations (See Requirement 2).

DOES THE PLAN IDENTIFY WHERE INEQUITIES IN TEACHER ASSIGNMENT EXIST?

Based on the following data, there is a slightly higher occurrence of classes taught by non-HQ teachers at schools with high poverty, and high populations of Black and Hispanic students. Interestingly, the data indicate that 7.8 percent more classes are taught by HQ teachers in schools that did not meet AYP than those that met AYP. A careful analysis of the 2006 CBEDs data will be conducted to determine whether this was a reporting error or whether a more thorough analysis of this anomaly must be undertaken.

2005-06 Data as of October 2005				
School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified teachers	Average Years of Teaching
All Schools in State	**670,456**	**574,448**	**85.7%**	**12.7**
All High-Poverty Schools	**150,304**	**122,833**	**81.7%**	**11.3**
All Low-Poverty Schools	**173,169**	**154,386**	**89.2%**	**13.4**
All Schools with High Black and Hispanic Populations (GT 80%)	**165,788**	**138,730**	**83.7%**	**11.4**
All Schools with Low Black and Hispanic Populations (LT 23%)	**133,909**	**120,152**	**89.7%**	**11.3**
Possible AYP Difficulties	**359,901**	**321,334**	**89.3%**	**12.0**
No AYP Difficulties	**310,632**	**253,253**	**81.5%**	**13.2**

2005-06 Data as of October 2005 Years of Teaching Experience					
School Type N=Number of Teachers	Percent of Teachers with 0 to 2 Years Teaching Experience	Percent of Teachers with 3 to 5 Years Teaching Experience	Percent of Teachers with 6 to 10 Years Teaching Experience	Percent of Teachers with 11 to 20 Years Teaching Experience	Percent of Teachers with More than 20 Years Teaching Experience
All Schools in State N=307,863	**12.8%**	**15.1%**	**25.0%**	**25.8%**	**21.3%**
All High-Poverty Quartile Schools N=76,605	**14.2%**	**18.4%**	**27.5%**	**22.5%**	**17.4%**
All Low-Poverty Quartile Schools N=74,066	**11.6%**	**13.6%**	**24.0%**	**27.8%**	**23.0%**
All Schools with High Black and Hispanic Populations (GT 80%) N=85,631	**14.3%**	**18.0%**	**27.9%**	**22.3%**	**17.5%**
All Schools with Low Black and Hispanic Populations (LT 23%) N=60,176	**10.7%**	**12.9%**	**23.1%**	**28.9%**	**24.4%**
Schools with Possible AYP Difficulties N=127,935	**13.9%**	**17.0%**	**25.8%**	**23.9%**	**19.4%**
Schools with No AYP Difficulties N=180,028	**11.9%**	**13.8%**	**24.5%**	**27.1%**	**22.7%**

Clearly, high poverty schools and schools with high proportion of Black and Hispanic enrollments have larger proportions of first and second year teacher and lower proportions of teachers with 10 or more years of experience than low poverty schools and schools with smaller proportions of Black and Hispanic enrollments. Some of these differentials arise from difference in demography and teacher tenure between districts while some also arises from difference in composition of student enrollments and teachers' years of teaching experience within districts, particularly large urban and suburban districts. While the primary focus of the CDE monitoring effort to date has been to ensure that all students have a NCLB compliant teacher in all of the core subject areas, ensuring equitable distribution of well-qualified and highly experienced teachers across schools within a district and across districts within the state will become an increasingly central focus for the monitoring effort. District and school level reports of the distribution of teachers by years of teaching experience support that work.

2005-06 Data as of October 2005, Elementary				
School Type	**Total Number of Core Academic Classes**	**Number of Core Academic Classes Taught by Highly Qualified Teachers**	**Percentage of Core Academic Classes Taught by Highly Qualified teachers**	**Average Years of Teaching Experience**
All Elementary in State	185,131	162,651	87.9%	12.7
High-Poverty Schools (afdc % GT 82.1%)	50,795	42,758	86.1%	11.5
High-Poverty Schools with AYP issues	39,751	33,995	85.5%	11.5
Low-Poverty Schools (afdc % LT 25.31%)	44,711	39,529	88.4%	13.4
Low-Poverty Schools with AYP issues	6,092	3,541	58.1%*	13.9
Schools with High Black and Hispanic Populations (GT 80%)	56,296	48,834	86.7%	11.5
Schools with High Black and Hispanic Populations and AYP issues	42,145	36,367	86.3%	11.5
Schools with Low Black and Hispanic Populations (LT 23%)	38,226	34,335	89.8%	13.8
Schools with Low Black and Hispanic Populations and AYP issues	4,205	2,503	59.5%*	12.8

Based on 2005-06 data low-poverty elementary schools have only a slightly higher percentage of HQ teachers than do high-poverty schools.

2005-06 Data as of October 2005 Years of Teaching Experience, Elementary					
School Type N=Number of Teachers	Percent of Teachers with 0 to 2 Years Teaching Experience	Percent of Teachers with 3 to 5 Years Teaching Experience	Percent of Teachers with 6 to 10 Years Teaching Experience	Percent of Teachers with 11 to 20 Years Teaching Experience	Percent of Teachers with More than 20 Years Teaching Experience
All Elementary in State N=170,640	**11.1%**	**14.6%**	**27.2%**	**26.6%**	**20.5%**
High-Poverty Quartile Schools (afdc % GT 82.1%) N=48,626	**11.8%**	**17.4%**	**30.4%**	**23.3%**	**17.1%**
High-Poverty Schools with Possible AYP Issues N=35,030	**11.8%**	**17.7%**	**30.2%**	**23.4%**	**16.9%**
Low-Poverty Quartile Schools (afdc % LT 25.31%) N=39,442	**10.3%**	**13.3%**	**25.3%**	**28.8%**	**22.3%**
Low-Poverty Schools with Possible AYP issues N=3,566	**10.5%**	**15.0%**	**23.0%**	**24.6%**	**26.9%**
Schools with High Black and Hispanic Populations (GT 80%) N=54,290	**12.0%**	**17.1%**	**30.8%**	**23.2%**	**16.9%**
Schools with High Black and Hispanic Populations and Possible AYP issues N=38,300	**12.0%**	**17.2%**	**30.8%**	**23.2%**	**16.8%**
Schools with Low Black and Hispanic Populations (LT 23%) N=33,634	**9.7%**	**12.6%**	**24.4%**	**29.7%**	**23.6%**
Schools with Low Black and Hispanic Populations and Possible AYP issues N=2,042	**10.2%**	**16.2%**	**25.2%**	**27.1%**	**21.3%**

Clearly, high poverty schools and schools with high proportion of Black and Hispanic enrollments have larger proportions of first and second year teacher and lower proportions of teachers with 10 or more years of experience than low poverty schools and schools with smaller proportions of Black and Hispanic enrollments. Some of these differentials arise from difference in demography and teacher tenure between districts while some also arises from difference in composition of student enrollments and teachers' years of teaching experience within districts, particularly large urban and suburban districts. While the primary focus of the CDE monitoring effort to date has been to ensure that all students have a NCLB compliant teacher in all of the core subject areas, ensuring equitable distribution of well-qualified and highly experienced teachers across schools within a district and across districts within the state will become

an increasingly central focus for the monitoring effort. District and school level reports of the distribution of teachers by years of teaching experience support that work.

2005-06 Data as of October 2005, Secondary				
School Type	**Total Number of Core Academic Classes**	**Number of Core Academic Classes Taught by Highly Qualified Teachers**	**Percentage of Core Academic Classes Taught by Highly Qualified teachers**	**Average Years of Teaching Experience**
All Secondary in State	485,325	411,797	84.8%	12.5
High-Poverty Schools (afdc % GT 70.09%)	99,562	79,127	79.5%	11.0
High-Poverty Schools with AYP issues	83,910	66,153	78.8%	10.9
Low-Poverty Schools (afdc % LT 21.1%)	128,458	114,857	89.4%	13.4
Low-Poverty Schools with AYP issues	83,910	66,153	78.8%	13.5
Schools with High Black and Hispanic Populations (GT 80%)	109,492	89,896	82.1%	11.1
Schools with High Black and Hispanic Populations and AYP issues	88,093	71,416	81.1%	11.1
Schools with Low Black and Hispanic Populations (LT 23%)	95,683	85,817	89.7%	13.9
Schools with Low Black and Hispanic Populations and AYP issues	7,396	6,434	87.0%	14.9

Based on preliminary data low-poverty secondary schools have a 9 percent higher rate of HQ teachers than do high-poverty schools. CDE is acutely aware that the Alternative Education Programs include the highest percentage of the high-poverty and high-minority students within the secondary schools. Given that 98 percent of these alternative education programs and special education teachers teaching multiple subjects at the secondary level are the hardest to staff and the most difficult to bring into compliance.

2005-06 Data as of October 2005 Years of Teaching Experience, Secondary					
School Type N = Number of Teachers	Percent of Teachers with 0 to 2 Years Teaching Experience	Percent of Teachers with 3 to 5 Years Teaching Experience	Percent of Teachers with 6 to 10 Years Teaching Experience	Percent of Teachers with 11 to 20 Years Teaching Experience	Percent of Teachers with More than 20 Years Teaching Experience
All Secondary in State N=131,603	**15.1%**	**16.0%**	**22.5%**	**24.5%**	**21.9%**
High-Poverty Quartile Schools (afdc % GT 70.09%) N=27,979	**18.2%**	**20.1%**	**22.6%**	**21.2%**	**17.9%**
High-Poverty Schools with Possible AYP issues N=22,369	**17.7%**	**20.5%**	**23.0%**	**21.3%**	**17.5%**
Low-Poverty Quartile Schools (afdc % LT 21.1%) N=26,542	**12.0%**	**13.2%**	**21.4%**	**27.9%**	**25.5%**
Low-Poverty Schools with Possible AYP issues N=1,971	**9.3%**	**12.4%**	**21.4%**	**28.4%**	**28.5%**
Schools with High Black and Hispanic Populations (GT 80%) N=31,341	**18.2%**	**19.8%**	**22.8%**	**20.7%**	**18.5%**
Schools with High Black and Hispanic Populations and Possible AYP issues N=24,688	**17.8%**	**20.2%**	**22.8%**	**20.9%**	**18.3%**
Schools with Low Black and Hispanic Populations (LT 23%) N=34,624	**13.1%**	**14.0%**	**22.6%**	**26.6%**	**23.7%**
Schools with Low Black and Hispanic Populations and Possible AYP Issues N=3,616	**13.8%**	**14.6%**	**21.9%**	**24.8%**	**24.9%**

Clearly, high poverty schools and schools with high proportion of Black and Hispanic enrollments have larger proportions of first and second year teacher and lower proportions of teachers with 10 or more years of experience than low poverty schools and schools with smaller proportions of Black and Hispanic enrollments. This is particularly true at the secondary level. Some of these differentials arise from difference in demography and teacher tenure between districts while some also arises from difference in composition of student enrollments and teachers' years of teaching experience within districts, particularly large urban and suburban districts. While the primary focus of the CDE monitoring effort to date has been to ensure that all students have a NCLB compliant teacher in all of the core subject areas, ensuring equitable distribution of well-qualified and highly experienced teachers across schools within a

district and across districts within the state will become an increasingly central focus for the monitoring effort. District and school level reports of the distribution of teachers by years of teaching experience support that work.

DOES THE PLAN DELINEATE SPECIFIC STRATEGIES FOR ADDRESSING INEQUITY IN TEACHER ASSIGNMENTS?

Strategies to address inequity in teacher assignments and ensure equitable distribution of highly qualified and experienced teachers are provided in California legislation and CDE initiatives. The CDE will use two new legislative programs to address the inequities identified in deciles one and two schools.

- The Quality Education Investment Act (QEIA) of 2006 (Treason). This Act provides $3 billion of one-time funds to K - 12 education over a seven- year period from 2007-08 to 2013-14. Ten percent of the funding, or $300 million, will go to community colleges; 90 percent or $2.7 billion will go to K-12 education. The county superintendents of education will receive $19 million of the K-12 portion. The CDE will receive a separate General Fund appropriation of $1.1 million to fund nine new staff to implement the program.

  QEIA authorizes school districts and other local educational agencies to apply to the SSPI to receive funds to allocate to elementary and secondary schools that are ranked in either decile one or decile two on the 2005 API. These funds are to be used in performing various specified measures to improve academic instruction and pupil academic achievement.

  Standard Program Requirements:

  There are eight program requirements and two accountability requirements that schools have four years to complete. The first year, 2007-08, is viewed as a start up year. Schools are expected to complete one-third of the requirements by the end of 2008-09, two-thirds by the end of 2009-2010, and all the requirements by 2010-11. If the school does not meet the requirements, their funding will terminate at the end of 2010-11. Therefore, every school will receive funding for the first four years of the program. However, the bill also states the SSPI shall give advance notice to the districts to allow them reasonable time to make staff and cost adjustments. The SSPI shall also provide the LEA with funds sufficient to cover staff and other cost adjustments. Consequently, a school that does not make its requirements and is terminated may receive more than four years of funding.

  Class size reduction is the major requirement of SB 1133. Grades four through six must reduce their average class size by the minimum of five students or an average class size of 25. In addition, in no case, can a class size exceed 27. The average statewide class size is around 29 students for grades four through six.

The four major core academic classes, English, math, social science and science, for grades seven through twelve must also be reduced by five students. The core classes have the same additional restriction of a minimum average class size of 25. In no case can a class size exceed 27. The average statewide class size for English is 26, for math it is 28 and for social science and science the average is 30. For high schools on the average, these four core classes represent about 50 percent of a six period day.

The other requirements of the QEIA program are:

- For high schools, a 300 to 1 pupil to counselor ratio. The counselors must hold a credential with a specialization in pupil personal services.

- Each teacher including the intern teachers must be highly qualified under NCLB.

- Using a new index that will be created this year by CDE, the average teacher experience for the school shall equal the district average. The index has to meet the condition that all teachers with more than 10 years of experience will be treated as if they have exactly 10 years experience.

- All teachers in the funded school must have at least 40 hours of staff development annually.

- The school administrator must have “exemplary qualifications and experience” by the end of the first full year of funding. Note that this nebulous requirement is the only requirement that must be accomplished before the first four years of funding.

- Increase actual pupil attendance based on the monthly enrollment of the school.

- For high school, graduation rates must increase.

With the exception of requirements six and seven, the county superintendent will determine if their funded schools have met their requirements. If a school has not met its requirements by the end of the third full year of funding (2010-2011), the county superintendent will notify the SSPI and the SSPI shall terminate the funding of that school.

It is expected that about half of the new funding under the QEIA program will go to hiring new teachers and administrators. For schools with severe facilities constraints, it is expected that a majority of their first three years of funding will be used for facilities.

Accountability Requirements

There are two accountability requirements for this bill. First, for the first three years of full funding, a funded school must exceed its average API growth target (2008-09 to 2010-11). If the school does not, they will be terminated from the program. However, since the API data for the fourth year will not be know until the late summer or early fall of the fifth year; the school will receive a portion of their fifth year of funding. This assumes that they have met all their other requirements. Second, for the fifth year, sixth year and the seventh year of funding the funded school must exceed their growth target. If they do not, their funding will continue, but they will be subjected to sanctions.

- SB 1655 (Scott), passed on August 22, 2006 will prohibit a superintendent from transferring a teacher who requests to be transferred to a school offering Kindergarten or any grades one through twelve, inclusive, that is ranked in deciles one to three on the Academic Performance Index, if the principal of the school refuses to accept the transfer.

  Purpose
  The bill would prohibit the governing board of a school district from adopting a policy or regulation, or entering into a collective bargaining agreement that assigns priority to a teacher who requests to be transferred to another school over other qualified applicants who have applied for positions requiring certification qualifications at that school. In essence, this legislation seeks to prevent ineffective or non-highly qualified teachers from being moved to higher achieving schools or schools with lower minority/poverty rates once they are tenured.

Does the plan provide evidence for the probable success of the strategies it includes?

As part of the development of this plan the CDE has created an evaluation system to monitor how well the LEAs and the COE implement the agreed upon plan and how successful the activities were in addressing the issues targeted. The CMIS staff is in the process of developing a blue print that will be used in the site visits assisting each LEA in creating their HQT-EDET Plan. These plans will be required to include on-going evaluation, monitoring, and accountability. CMIS and the Professional Development and Curriculum Support Division will also evaluate the effectiveness of the CMIS Program based on data collected during these site visits in June 2007, December 2007, and March 2008.

Does the plan indicate that the SEA will examine the issue of equitable teacher assignments when it monitors LEAs, and how this will be done?

As part of the CMIS process, CDE staff will visit each LEA and COE that has schools that were placed in the C or C2 category. As part of pre-visit planning, the CDE will have determined to what extent the LEA or COE has an issue with equitable distribution. The staff will also have determined which programs currently being used by this plan are available to the LEA or COE and to which schools. These data will be made available to the LEAs and COEs. Other available data on the LEA or COE will also be gathered to assist in the creation of the equitable distribution plan. (Attachments 9 -13)

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California Compliance, Monitoring, Interventions and Sanctions Participation List	
Alameda	Butte
Alameda County Office Of Education	*Biggs Unified*
Berkeley Unified	*Butte County Office Of Education*
Castro Valley Unified	*Chico Unified*
Fremont Unified	*Durham Unified*
Hayward Unified	*Oroville Union High*
New Haven Unified	*Palermo Union Elementary*
Newark Unified	*Paradise Unified*
Oakland Unified	Colusa
Piedmont City Unified	*Colusa County Office Of Education*
San Leandro Unified	*Maxwell Unified*
Calaveras	*Pierce Joint Unified*
Bret Harte Union High	*Williams Unified*
Calaveras Unified	Del Norte
Mark Twain Union Elementary	*Del Norte County Office Of Education*
Colusa	El Dorado
Colusa County Office Of Education	*El Dorado County Office Of Education*
Maxwell Unified	*El Dorado Union High*
Pierce Joint Unified	*Gold Trail Union Elementary*
Williams Unified	Glenn
Contra Costa	*Glenn County Office Of Education*
Acalanes Union High	*Plaza Elementary*
Antioch Unified	*Princeton Joint Unified*
Byron Union Elementary	*Stony Creek Joint Unified*
Contra Costa County Office Of Education	Humboldt
Knightsen Elementary	*Eureka City Unified*
Lafayette Elementary	*Klamath-Trinity Joint Unified*
Martinez Unified	*Northern Humboldt Union High*
Mt. Diablo Unified	*Southern Humboldt Joint Unified*
San Ramon Valley Unified	Imperial
Walnut Creek Elementary	*Brawley Union High*
West Contra Costa Unified	*Calexico Unified*
Gold Trail Union Elementary	*Calipatria Unified*
Fresno	*Central Union High*

Central Unified	*Holtville Unified*
Clovis Unified	*Imperial County Office Of Education*
Coalinga-Huron Joint Unified	*Meadows Union Elementary*
Firebaugh-Las Deltas Joint Unified	*San Pasqual Valley Unified*
Fresno County Office Of Education	Imperial
Fresno Unified	*Brawley Union High*
Golden Plains Unified	*Calexico Unified*
Kings Canyon Joint Unified	*Calipatria Unified*
Kingsburg Elementary Charter	*Central Union High*
Laton Joint Unified	*Holtville Unified*
Mendota Unified	*Imperial County Office Of Education*
Parlier Unified	*Meadows Union Elementary*
Raisin City Elementary	*San Pasqual Valley Unified*
Riverdale Joint Unified	Kings
Sanger Unified	*Armona Union Elementary*
Selma Unified	*Corcoran Joint Unified*
Washington Union High	*Hanford Elementary*
Kern	*Kings County Office Of Education*
Arvin Union Elementary	*Lemoore Union High*
Bakersfield City	*Reef-Sunset Unified*
Fairfax Elementary	Lake
Fruitvale Elementary	*Kelseyville Unified*
General Shafter Elementary	*Konocti Unified*
Kern County Office Of Education	*Lake County Office Of Education*
Kern Union High	*Middletown Unified*
Lost Hills Union Elementary	*Upper Lake Union High*
Mojave Unified	Lassen
Richland Union Elementary	*Big Valley Joint Unified*
Tehachapi Unified	*Lassen Union High*
Vineland Elementary	*Lassen Union High*
Wasco Union High	Madera
Los Angeles	*Chawanakee Unified*
ABC Unified	*Chowchilla Elementary*
Antelope Valley Union High	*Madera County Office Of Education*
Baldwin Park Unified	*Madera Unified*

Bellflower Unified	*Yosemite Joint Union High*
Beverly Hills Unified	Marin
Bonita Unified	*Marin County Office Of Education*
Castaic Union Elementary	*Mill Valley Elementary*
Claremont Unified	*Reed Union Elementary*
Compton Unified	*San Rafael City Elementary*
Downey Unified	*San Rafael City High*
Duarte Unified	*Tamalpais Union High*
Eastside Union Elementary	Mariposa
El Monte City Elementary	*Mariposa County Unified*
El Rancho Unified	Mendocino
Glendale Unified	*Fort Bragg Unified*
Gorman Elementary	*Laytonville Unified*
Hawthorne Elementary	*Mendocino County Office Of Education*
La Canada Unified	*Round Valley Unified*
Lancaster Elementary	*Ukiah Unified*
Long Beach Unified	*Willits Unified*
Los Angeles County Office Of Education	Merced
Los Angeles Unified	*Delhi Unified*
Lynwood Unified	*Dos Palos Oro Loma Joint Unified*
Manhattan Beach Unified	*Gustine Unified*
Monrovia Unified	*Le Grand Union Elementary*
Norwalk-La Mirada Unified	*Merced County Office Of Education*
Palos Verdes Peninsula Unified	*Merced Union High*
Pomona Unified	*Planada Elementary*
San Gabriel Unified	Modoc
Santa Monica-Malibu Unified	*Surprise Valley Joint Unified*
SBE - Animo Inglewood Charter	Mono
Sulphur Springs Union Elementary	*Mono County Office Of Education*
Temple City Unified	Napa
Torrance Unified	*Napa County Office Of Education*
Westside Union Elementary	*Napa Valley Unified*
Whittier City Elementary	Nevada
Whittier Union High	*Nevada Joint Union High*
William S. Hart Union High	*Ready Springs Union Elementary*

Wilsona Elementary	Placer
Wiseburn Elementary	*Eureka Union*
Monterey	*Placer County Office Of Education*
Alisal Union Elementary	*Roseville Joint Union High*
Gonzales Unified	*Tahoe-Truckee Joint Unified*
Greenfield Union Elementary	Plumas
King City Joint Union High	*Plumas County Office Of Education*
King City Union Elementary	*Plumas Unified*
Monterey County Office Of Education	Orange
Monterey Peninsula Unified	*Anaheim Union High*
North Monterey County Unified	*Capistrano Unified*
Salinas City Elementary	*Centralia Elementary*
Salinas Union High	*Fullerton Elementary*
Santa Rita Union Elementary	*Fullerton Joint Union High*
Riverside	*Garden Grove Unified*
Alvord Unified	*Huntington Beach Union High*
Banning Unified	*Irvine Unified*
Beaumont Unified	*La Habra City Elementary*
Coachella Valley Joint Unified	*Magnolia Elementary*
Corona-Norco Unified	*Newport-Mesa Unified*
Desert Center Unified	*Ocean View*
Hemet Unified	*Placentia-Yorba Linda Unified*
Moreno Valley Unified	*Santa Ana Unified*
Palm Springs Unified	San Benito
Palo Verde Unified	*San Benito County Office Of Education*
Perris Elementary	*San Benito High*
Perris Union High	*Tres Pinos Union Elementary*
Riverside County Office Of Education	San Luis Obispo
Riverside Unified	*Lucia Mar Unified*
San Jacinto Unified	*Paso Robles Joint Unified*
Val Verde Unified	*Templeton Unified*
Sacramento	San Mateo
Center Joint Elementary	*Ravenswood City Elementary*
Center Joint Unified	*Redwood City Elementary*

Elk Grove Unified	*San Mateo County Office Of Education*
Folsom-Cordova Unified	*South San Francisco Unified*
Natomas Unified	San Francisco
River Delta Joint Unified	*San Francisco County Office Of Education*
Sacramento City Unified	*San Francisco Unified*
San Juan Unified	*SBE - Edison Charter Academy*
San Bernardino	San Joaquin
Apple Valley Unified	*Lammersville Elementary*
Baker Valley Unified	*Lincoln Unified*
Bear Valley Unified	*Linden Unified*
Colton Joint Unified	*Lodi Unified*
Etiwanda Elementary	*Manteca Unified*
Hesperia Unified	*New Jerusalem Elementary*
Lucerne Valley Unified	*Stockton City Unified*
Morongo Unified	*Tracy Joint Unified*
Rim Of The World Unified	Santa Barbara
San Bernardino City Unified	*Cuyama Joint Unified*
San Bernardino County Office Of Education	*Goleta Union Elementary*
Silver Valley Unified	*Lompoc Unified*
Yucaipa-Calimesa Joint Unified	*Los Olivos Elementary*
San Diego	*Santa Barbara County Office Of Education*
Bonsall Union Elementary	*Santa Barbara Elementary*
Carlsbad Unified	*Santa Barbara High*
Chula Vista Elementary	*Santa Maria-Bonita Elementary*
Del Mar Union Elementary	Santa Cruz
Escondido Union Elementary	*Pajaro Valley Unified*
Fallbrook Union High	*Santa Cruz County Office Of Education*
Grossmont Union High	*Scotts Valley Unified*
Jamul-Dulzura Union Elementary	Shasta
Julian Union High	*Anderson Union High*
Lakeside Union Elementary	*Enterprise Elementary*
Mountain Empire Unified	*Fall River Joint Unified*
National Elementary	*Gateway Unified*
Poway Unified	*Redding Elementary*

San Diego County Office Of Education	*Shasta Union High*
San Diego Unified	Siskiyou
San Marcos Unified	*Butte Valley Unified*
Solana Beach Elementary	*Dunsmuir Joint Union High*
South Bay Union Elementary	*Etna Union High*
Sweetwater Union High	*Siskiyou County Office Of Education*
Vista Unified	*Siskiyou Union High*
Warner Unified	*Yreka Union High*
Santa Clara	Sierra
Berryessa Union Elementary	*Sierra-Plumas Joint Unified*
Cambrian Elementary	Yuba
Campbell Union Elementary	*Marysville Joint Unified*
Cupertino Union School	*Yuba County Office Of Education*
East Side Union High	Sutter
Fremont Union High	*East Nicolaus Joint Union High*
Gilroy Unified	*Sutter County Office Of Education*
Los Altos Elementary	*Sutter Union High*
Oak Grove Elementary	*Yuba City Unified*
San Jose Unified	Yolo
Santa Clara County Office Of Education	*Washington Unified*
Santa Clara Unified	*Woodland Joint Unified*
Union Elementary	Trinity
Solano	*Mountain Valley Unified*
Dixon Unified	*Southern Trinity Joint Unified*
Travis Unified	*Trinity County Office Of Education*
Vacaville Unified	*Trinity Union High*
Vallejo City Unified	Tuolumne
Sonoma	*Curtis Creek Elementary*
Cotati-Rohnert Park Unified	*Sonora Union High*
Harmony Union Elementary	Stanislaus
Healdsburg Unified	*Ceres Unified*
Petaluma City Elementary	*Chatom Union Elementary*
Petaluma Joint Union High	*Keyes Union*

Santa Rosa High	*Modesto City High*
Sebastopol Union Elementary	*Newman-Crows Landing Unified*
Ventura	*Oakdale Joint Unified*
Moorpark Unified	*Stanislaus County Office of Education*
Mupu Elementary	*Stanislaus Union Elementary*
Oak Park Unified	*Turlock Unified*
Ojai Unified	
Oxnard Elementary	
Pleasant Valley	
Ventura County Office Of Education	

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Date of Release			Average Years of Experience for District (AYE)								
Alameda												
	California School for the Blind (State Special)					18.3 AYE						
			California School for the Blind	no		18.3			53.3	No		39
	California School for the Deaf-Northern (State Special)					12.7 AYE						
			California School for the Deaf-Northern	no		12.7			79.9	Yes		46.5
	Alameda County Office Of Education					13.6 AYE						
			FAME Public Charter	yes		10.7			82.9		22.8	10.7
		C	Alameda County Juvenile Hall/Court	no	18	17.7	81	56	69.1	Y	100%	83%
		C	Alameda County Community	no	9	18.1	42	27	64.3	Yes	81.9%	67.4
		C	Alameda County Alternative/Opportunity	no	7	9.9	25	11	44	Yes	87.6%	89.6
	Alameda City Unified					11.7 AYE						
			Alameda High	no		10.2			94.5	No	19.3%	18.3
			Alameda Science And Technology Institute	no		3.8			90.9	No	0.0%	26.2
			Amelia Earhart Elementary	no		15.9			96.9	No	11.2%	17.5
			Arthur Anderson Community Learning Center	no		9.1			97.8	No	6.4%	18.7
			Bay Area School of Enterprise	no		2.7				Yes		63.8
			Bay Farm Elementary	no		11.8			86.7	No	5.5%	6
			Chipman Middle	no		9.6			73.6	Yes	62.8%	46
			Donald D. Lum Elementary	no		13.3			96.7	No	32.6%	22.2
			Edison Elementary	no		18.4			88.2	No	5.9%	9.2
			Encinal High	no		9.4			89.3	Yes	44.4%	38.3
			Frank Otis Elementary	no		18.0			87.5	No	19.2%	19.6
			Franklin Elementary	no		17.9			100	No	21.0%	15.3
			George P. Miller Elementary	no		8.6			100	No	64.0%	49.4
			Haight Elementary	no		12.5			100	No	57.1%	36.2
			Island High (Continuation)	no		9.5			84.6	Yes	32.3%	45.2
			Lincoln Middle	no		11.1			72.4	No	16.6%	14.2
			Longfellow Elementary	no		11.1			92.3	No	70.7%	48.1

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Washington Elementary	no		9.6			91.3	No	64.1%	39.5
			Will C. Wood Middle	no		10.5			67.1	No	41.7%	27.4
			William G. Paden Elementary	no		13.1			92.6	No	37.3%	18.7
			Woodstock Elementary	no		11.9			100	Yes	82.3%	51.4
	Albandy City Unified					12.9 AYE						
			Albany High	no		13.8			100	No	8.8%	18.4
			Albany Middle	no		11.9			100	No	12.5%	18.1
			Cornell Elementary	no		12.5			100	No	12.3%	20.4
			Macgregor High (Continuation)	no		9.7			100	No	11.4%	55.5
			Marin Elementary	no		14.3			100	No	11.3%	12.8
			Ocean View Elementary	no		12.4			100	No	19.6%	21.1
	Berkeley Unified					12.8 AYE						
		A	John Muir Elementary	no	16	16.6	17	15	88.2	50.6%	46.8	16.7
		A	Malcolm X Elementary	no	23	12.5	23	21	91.3	53.3%	51.5	12.6
		A	Oxford Elementary	no	18	13.5	17	16	94.1	40.0%	37.7	13.6
		A	Science Magnet	no			25	23	92	58.0%	56.6	14.0
			Cragmont Elementary	no		13.5			80.8	Yes	38.3%	46.7
			Emerson Elementary	no		14.8			94.4	No	51.6%	46.2
			Jefferson Elementary	no		13.8			75	No	35.4%	40.4
			Thousand Oaks Elementary	no		14.7			92	No	51.0%	54
		B	Berkeley Alternative High	no	12	11.5	33	26	78.8	51.4%	86.9	11.5
		B	Berkeley High	no	168	10.9	670	516	77	27.1%	43.4	10.9
		B	King Middle	no	46	12.8	166	120	72.3	38.4%	44.2	12.8
		B	Longfellow Arts And Technology Middle	no	23	12	83	62	74.7	58.4%	63.3	12.1
		B	Washington Elementary	no	18	10.8	17	13	76.5	61.4%	39.8	10.9
		B	Willard Middle	no	26	10.8	85	69	81.2	59.6%	56.5	10.8
		C	Whittier/Arts	no	23	14.3	22	14	63.6	39.0%	46.1	14.3
		C2	Leconte Elementary	no	20	16.2	20	12	60	Yes	61.6%	53.8
	Castro Valley Unified					12.6 AYE						
			Canyon Middle	no		15.3			93.6	No	16.7%	24.9

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Castro Valley Elementary	no		14.0			100	No	42.1%	37.9
			Castro Valley High	no		12.4			97.4	No	11.2%	18.7
			Chabot Elementary	no		14.8			100	No	12.3%	20.3
			Creekside Middle	no		13.1			97.4	No	13.0%	16
			Independent Elementary	no		9.7			100	No	3.6%	12
			Jensen Ranch	no		9.5			100	No	4.7%	10.2
			Marshall Elementary	no		11.5			100	No	29.2%	30.7
			Palomares Elementary	no		8.4			100	No	10.4%	27.4
			Proctor Elementary	no		11.9			100	No	11.7%	17.6
		C	Redwood Continuation High	no	1	34.0	9	2	77.7	No	0.0%	31.8
		C2	Roy A. Johnson High	no	1	32.0	0	0	0	No	0.0%	40
			Redwood Alternative High	no		15.2			93.8	Yes	15.3%	40.9
			Stanton Elementary	no		9.0			100	No	29.7%	30.1
			Vannoy Elementary	no		12.1			95.7	No	13.1%	25.7
	Emery Unified					11.1 AYE						
			Emery Secondary	no		11.4			82.8	Yes	59.0%	77.6
			Anna Yates Elementary	no		10.8			92	No	74.1%	82.1
	Fremont Unified					12.6 AYE						
			Patterson Elementary	no		10.3			89.3	No	32.9%	30.6
			Centerville Junior High	no		14.3			92	No	24.6%	27.9
			American High	no		9			92.3	Yes	19.9%	15.8
			G. M. Walters Junior High	no		10.2			92.6	No	33.7%	39

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			Warm Springs Elementary	no		10			93.5	No	12.3%	10.4
			Brier Elementary	no		10.2			93.8	No	49.4%	39.3
			John Blacow Elementary	no		10.8			93.8	Yes	40.7%	32.2
			Mission Valley Elementary	no		14.1			94.4	No	6.2%	5.1
			O. N. Hirsch Elementary	no		15			94.4	No	30.9%	30.6
			Harvey Green Elementary	no		11.3			95	No	33.8%	32.7
			Niles Elementary	no		11.7			95.8	No	12.8%	20.1
			J. Haley Durham Elementary	no		9.7			96	No	44.3%	48.2
			Mission San Jose Elementary	no		14.7			96.2	No	1.5%	1.3
			Mission San Jose High	no		13.3			96.2	No	2.6%	3.2
			Oliveira Elementary	no		12.9			96.3	No	33.7%	31.1
			John M. Horner Junior High	no		13.4			96.8	No	17.0%	21.1
			James Leitch Elementary	no		11.8			97.1	No	9.2%	7.4
			Irvington High	no		10.4			97.2	Yes	12.8%	14.9
			Thornton Junior High	no		12.9			97.3	No	24.6%	23.2
			Warwick Elementary	no		12.8			97.4	No	26.0%	23.8
			Washington High	no		12.8			97.4	Yes	18.7%	19.3
			Fred E. Weibel Elementary	no		17.2			97.5	No	2.7%	2.8
			Parkmont Elementary	no		15.7			97.5	No	12.8%	17
			Forest Park Elementary	no		10			97.6	No	4.9%	5
			Circle Of Independent Learning	no		15.1			100	No	0.0%	29.5

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			John M. Gomes Elementary	no		14.4			100	No	0.7%	2.2
			William Hopkins Junior High	no		17			100	No	3.1%	4.1
			Joshua Chadbourne Elementary	no		12.4			100	No	4.2%	3.2
			Ardenwood Elementary	no		14.3			100	No	17.3%	11.2
			John G. Mattos Elementary	no		18.8			100	No	20.3%	24.8
			Steven Millard Elementary	no		13.3			100	No	23.0%	23.9
			Glenmoor Elementary	no		14.5			100	No	29.3%	29.2
			Vallejo Mill Elementary	no		10.7			100	No	31.7%	29.9
			Joseph Azevada Elementary	no		5.5			100	No	33.7%	35.2
			Tom Maloney Elementary	no		10			100	No	36.0%	30
			Vista Alternative	no		26.1			100	Yes	0.0%	28.5
			Brookvale Elementary	no		14			100	Yes	25.9%	22.7
			John F. Kennedy High	no		13			100	Yes	28.4%	30.7
			Robertson High (Continuation)	no		19.2			100	Yes	39.4%	46.6
			Cabrillo Elementary	no		10.6			100	Yes	64.9%	55.8
		A	E. M. Grimmer Elementary	no	28	11	24	21	87.5	Yes	54.3%	58
	Hayward Unified					12.8 AYE						
			Anthony W. Ochoa Middle	no		10.4			80.2	Yes	0.0%	60.1
			Cherryland Elementary	no		12.3			64.9	Yes	0.0%	78.7
			Fairview Elementary	no		12.2			80	Yes	0.0%	67
			John Muir Elementary	no		14.3			84.6	Yes	0.0%	78

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			Martin Luther King, Jr., Middle	no		13			85.7	Yes	0.0%	66.8
			Mt. Eden High	no		13			35.5	Yes	0.0%	54.8
			Palma Ceia Elementary	no		11.1			82.8	Yes	0.0%	61.4
			Southgate Elementary	no		13.8			81.5	No	0.0%	46
			Winton Middle	no		5.4			80.9	Yes	0.0%	77.8
		B	Bowman Elementary	no	28	13.7	22	16	72.7	Yes	0.0%	72.1
		B	Bret Harte Middle	no	19	11.4	75	55	73.3	Yes	0.0%	65.9
		B	Glassbrook Elementary	no	26	10.3	24	19	79.2	Yes	0.0%	80.3
		B	Harder Elementary	no	36	12.4	29	22	75.9	Yes	0.0%	72.4
		B	Highland Elementary	no	19	12.2	17	13	76.5	No	0.0%	41.7
		B	Lorin A. Eden Elementary	no	29	17.3	23	18	78.3	Yes	0.0%	51.3
		C	Brenkwitz High	no	6	10.8	36	15	41.7	Yes	0.0%	76.5
		C	Burbank Elementary	no	33	15.5	27	16	59.3	Yes	0.0%	90
		C	Cesar Chavez Middle	no	36	8.6	155	105	67.7	Yes	0.0%	71.3
		C	East Avenue Elementary	no	24	16.3	20	13	65	No	0.0%	49
		C	Eden Gardens Elementary	no	28	12.3	23	16	69.6	No	0.0%	50.9
		C	Eldridge Elementary	no	25	9.6	22	15	68.2	No	0.0%	64.4
		C	Hayward High	no	84	12.5	120	68	56.7	Yes	0.0%	68.4
		C	Hayward Project	no	5	18	5	2	40	Yes	0.0%	50
		C	Longwood Elementary	no	37	14.2	35	20	57.1	Yes	0.0%	79.1
		C	Markham Elementary	no	21	14.3	17	9	52.9	Yes	0.0%	65.2
		C	Park Elementary	no	31	12	26	16	61.5	Yes	0.0%	73
		C	Ruus Elementary	no	37	12	32	14	43.8	Yes	0.0%	63.7
		C	Schafer Park Elementary	no	30	12.7	25	17	68	Yes	0.0%	76.9
		C	Shepherd Elementary	no	21	11	19	13	68.4	Yes	0.0%	77.9
		C	Strobridge Elementary	no	26	16.5	24	12	50	Yes	0.0%	54.9
		C	Tennyson High	no	75	11.8	244	55	22.5	No	0.0%	63.4
		C	Treeview Elementary	no	24	17	21	14	66.7	Yes	0.0%	48.6
		C	Tyrrell Elementary	no	16	11	13	8	61.5	Yes	0.0%	77.8
		C2	Cherryland Elementary	no	27	12.2	37	24	64.9	Yes	0.0%	78.7

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		C2	Mt. Eden High	no	95	12.9	183	65	35.5	Yes	0.0%	54.8
	Livermore Valley Joint Unified					10.6 AYE						
			William Mendenhall Middle	no		10			93.3	No	8.5%	17.6
			Vineyard Alternative	no		7.5			90	Yes	7.1%	11.9
			Sunset Elementary	no		12.5			100	No	3.8%	12.5
			Rancho Las Positas Elementary	no		16.8			96.2	No	13.7%	22.3
			Phoenix High (Continuation)	no		8.8			100	Yes	38.0%	36.2
			Marylin Avenue Elementary	no		9.3			100	Yes	65.2%	66.3
			Livermore High	no		9.8			92.6	No	12.5%	21.6
			Leo R. Croce Elementary	no		12.2			100	No	15.3%	26.1
			Junction Avenue Middle	no		10.5			97.5	Yes	31.0%	37.5
			Joe Michell Elementary	no		12.5			100	No	30.9%	36.5
			Jackson Avenue Elementary	no		10			100	No	39.3%	32.5
			Granada High	no		10.5			100	No	7.8%	17.5
			Emma C. Smith Elementary	no		17.3			96.6	No	5.4%	11.2
			East Avenue Middle	no		6.5			79.9	No	20.2%	22.6
			Don Gaspar De Portola Elementary	no		4.3			94.4	Yes	63.4%	61.3
			Del Valle Continuation High	no		23			100	No	23.8%	32.1
			Arroyo Seco Elementary	no		10.1			100	No	16.5%	22.2
			Andrew N. Christensen Middle	no		6.8			75.4	No	13.3%	25
			Altamont Creek Elementary	no		9.5			92.6	No	9.1%	22.1
	Mountain House Elementary					17.0 AYE						
			Mountain House Elementary	no		17			100	No	46.5%	70
	New Haven Unified					12.6 AYE						
		B	James Logan High	no	192	13.5	1603	1228	76.6			
		B	Cesar Chavez Middle	no	51	15.1	223	171	76.7			
		B	Barnard-White Middle	no	42	13.7	161	114	70.8			
		C	Alvarado Middle	no	47	12.4	201	127	63.2			
		C2	Alternative Learning Academy At Conley-Caraba	no	6	14	3	0	0			
		C2	Core Learning Academy At Conley-Caraballo Hig	no	9	7.3	35	20	57.1			
	Newark Unified					11 AYE						
		C	Bridgepoint High (Continuation)	no	6	16.5	59	25	42.4			

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		C	Progressive Academy	no	2	2	6	0	0			
		C	Crossroads High (Alternative)	no	4	26	58	15	25.9			
		C2	Newark Junior High	no	52	10.4	212	141	66.5			
		C2	Newark Memorial High	no	102	12.3	435	267	61.4			
		C2	New Beginnings Academy	no	1	10	4	0	0			
	Oakland Unified					12.12 AYE						
			Acorn Woodland Elementary	no		6.4			91.7	Yes	77.1%	92.2
			American Indian Public Charter	no		1.7			91.7	No	89.0%	49.5
			Bay Area Technology	yes		9.6			80		75.2%	89.1
			Berkley Maynard Academy	yes		3.8			100		79.5%	99
			California College Preparatory Academy	yes		14			100		66.3%	48.8
			Dolores Huerta Learning Academy	no		3.9			93.8	Yes	93.4%	96.8
			East Bay Conservation Corps Charter	yes		7.4			91.7		76.5%	82.3
			East Oakland Leadership Academy	no		7.3			100	No	82.1%	95.6
			Education For Change At Cox Elementary	yes		7.5			100		91.9%	95.5
			Education For Change East Oakland Community C	yes		10.1			100		94.1%	80.4
			Ernestine C. Reems Academy Of Technology And	no		6.7			100	Yes	58.3%	95.5
			Expression, Excellence, Community, Empowermen	no		3.2			27	No	54.2%	93.7
			Fruitvale Elementary	no		15.2			74.1	No	86.4%	75.5
			Growing Children Charter	yes		5.3			100		94.2%	98
			Hawthorne Elementary	no		16.7			75	Yes	87.7%	82.1
			Lighthouse Community Charter	yes		6.2			100		75.9%	77.7

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			Lighthouse Community Charter High	yes		12			100			90.2
			Melrose Elementary	no		10.4			82.4	Yes	92.3%	96.7
			Monarch Academy	yes		5.5			81.3		91.2%	99.4
			North Oakland Community Charter	no		4.1			100	No	21.1%	28.9
			Oakland Alternative For Independent And Commu	yes		6.4			84.6		60.6%	86.2
			Oakland Charter Academy	no		2.1			85.7	No	86.8%	95.8
			Oakland Military Institute, College Preparato	yes		6.8			93.1		0.0%	67.9
			Oakland School for the Arts	yes		4.2			100			61.5
			Oakland Unity High	yes		5			80		89.4%	81.9
			Parker Elementary	no		16.3			69.2	Yes	79.1%	95.2
			Street Academy (Alternative)	no		6.9			97	Yes	57.1%	87
			University Preparatory Charter Academy	yes		4.1			100			89.6
			West Oakland Community Charter	no		14			100	No	93.8%	100
			Youth Employment Partnership Charter	no		3.7			100	Yes	43.2%	45.2
		A	Burckhalter Elementary	no		20.6	7	6	85.7	Yes	74.0%	86.5
		A	Peralta Elementary	no	12	5.5	10	9	90	No	58.9%	71.3
		A	Think College Now	no		5.6	10	9	90	No	90.4%	91.9
		B	Bella Vista Elementary	no		16.5	21	15	71.4	Yes	84.0%	39.6
		B	Carl B. Munck Elementary	no		13	14	11	78.6	No	49.5%	66.3
		B	Cleveland Elementary	no		19.5	14	11	78.6	No	58.0%	34.1
		B	Crocker Highlands Elementary	no		17.7	16	12	75	No	7.7%	34.6
		B	Emerson Elementary	no		15.6	11	8	72.7	Yes	69.2%	88.7
		B	Garfield Elementary	no		11.8	33	24	72.7	Yes	85.5%	59.6
		B	Glenview Elementary	no		15.8	18	14	77.8	No	50.0%	60

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		B	Grass Valley Elementary	no		14.4	8	6	75	No	46.0%	98
		B	Hoover Elementary	no		14.8	15	11	73.3	Yes	84.5%	87.6
		B	Joaquin Miller Elementary	no		13.4	14	11	78.6	No	7.8%	26.6
		B	Kaiser Elementary	no		16.3	11	8	72.7	No	26.5%	59.6
		B	La Escuelita Elementary	no		16.9	11	9	81.8	No	79.1%	74.9
		B	Laurel Elementary	no		16.5	20	14	70	No	76.6%	54
		B	Lincoln Elementary	no		16.1	24	20	83.3	No	85.5%	3.8
		B	Mandela High	no		11.7	66	49	74.2	No	78.5%	83
		B	Markham Elementary	no		19.8	20	15	75	Yes	72.5%	97.1
		B	Martin Luther King Jr. Elementary	no		17.8	16	12	75	Yes	75.3%	91
		B	Maxwell Park Elementary	no		15.4	15	11	73.3	Yes	76.9%	85.9
		B	Rudsdale Continuation	no		18	14	11	78.6	Yes	75.9%	91.5
		B	Santa Fe Elementary	no		17.7	14	11	78.6	Yes	68.9%	87
		B	Sequoia Elementary	no		14.1	16	13	81.3	No	61.5%	60.9
		B	Thornhill Elementary	no		17.5	10	7	70	No	6.4%	28.9
		C	Lowell Middle	no		10.2	21	9	42.9	Yes	81.5%	72.4
		C	Paul Robeson College Preparatory School Of Vi	no		12.7	63	38	60.3	Yes	83.6%	79.6
		C	Calvin Simmons Middle	no		8.4	131	58	44.3	Yes	56.5%	61.7
		C	Frick Middle	no		9.7	121	22	18.2	Yes	84.3%	93.3
		C	Elmhurst Middle	no		11	139	26	18.7	Yes	0.0%	82.6
		C	Allendale Elementary	no		12	11	5	45.5	Yes	70.2%	92.2
		C	Bret Harte Middle	no		13.6	183	87	47.5	Yes	85.1%	81.7
		C	Westlake Middle	no		8.6	146	41	28.1	Yes	71.7%	89.7
		C	Whittier Elementary	no		9.1	24	12	50	No	11.3%	27.9
		C	Yes, Youth Empowerment	no	11	5	33	18	54.5	Yes	61.4%	84.6
		C	Tilden Elementary	no		9.9	0	0	0	Yes	82.6%	91.1
		C	Stonehurst Elementary	no		13	27	13	48.1	No	79.7%	78.5
		C	Sobrante Park Elementary	no		8.8	11	6	54.5	Yes	59.0%	87.8
		C	College Preparatory And Architecture Academy	no		10.1	78	31	39.7	Yes	72.1%	98.7
		C	Business And Information Technology High	no		7.5	95	34	35.8	Yes	65.7%	94.3
		C	Claremont Middle	no		14.3	122	18	14.8	Yes	77.1%	54.9
		C	Bunche	no		21	5	0	0	Yes	81.2%	94.9
		C	Metwest High	no		6.1	19	2	10.5	No	76.8%	94.7

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		C	Ralph Bunche Academy	no		19.4	16	7	43.8	No	75.6%	95.5
		C	Kipp Bridge College Preparatory	no	11	2.2	6	2	33.3	No	80.4%	53.1
		C	Urban Promise Academy	no	14	6.2	48	12	25	Yes	80.1%	93.4
		C	Melrose Leadership Academy	no		8.3	29	10	34.5	Yes	86.0%	92
		C	International Community	no		18.3	11	7	63.6	Yes	87.2%	95.9
		C	Montera Middle	no		13.8	141	31	22	No	84.5%	16.7
		C	Laney Middle	no		22.9	0	0	0	Yes	83.9%	85.3
		C	Redwood Heights Elementary	no		19.6	12	8	66.7	No	62.3%	91
		C	Media College Preparatory	no		11.1	68	32	47.1	Yes	85.5%	87.7
		C	Madison Middle	no		13.4	79	15	19	Yes	85.3%	89.7
		C	Havenscourt Middle	no		8.6	120	47	39.2	No	56.0%	91.9
		C	Carter Middle	no		14.8	17	9	52.9	Yes	70.3%	92.7
		C	Edna Brewer Middle	no	37	6.3	139	24	17.3	No	37.8%	83.1
		C	Highland Elementary	no		7.8	18	7	38.9	Yes	57.5%	75.7
		C	Ascend	no		6.9	23	11	47.8	Yes	75.7%	92.3
		C	Cole Middle	no		11.5	60	12	20	No	63.1%	83.8
		C	Prescott Elementary	no		12.6	18	10	55.6		81.1%	99.6
		C	Roosevelt Middle	no		11.2	184	38	20.7	Yes	64.0%	95.4
		C	Merritt Middle College High (Alternative)	no		21.6	19	1	5.3	Yes	75.6%	89.4
		C	Franklin Elementary	no		18.9	29	20	69	Yes	79.9%	94.6
		C	Life Academy	no		8.9	0	0	0	Yes	85.0%	75.3
		C	Chabot Elementary	no		13.3	22	15	68.2	No	58.0%	91.2
		C	Lionel Wilson College Preparatory Academy (Ch	yes	20	5.5	19	6	31.6	Yes	59.9%	79.3
		C	Hillcrest Elementary	no		11.9	19	13	68.4	No	90.8%	97
		C	Dewey Academy Senior High	no		16.9	24	3	12.5	Yes	46.7%	95.2
		C	Howard Elementary	no		23.5	11	5	45.5	Yes	46.5%	71.8
		C	Oakland Senior High	no		14.7	334	160	47.9	No	9.3%	28.2
		C	Oakland Technical Senior High	no		14.5	319	131	41.1	Yes	23.1%	50.8
		C	Brookfield Elementary	no		12.4	22	13	59.1	Yes	63.0%	80.7
		C	Skyline High	no		13.4	380	146	38.4	No	0.0%	90
		C	Sherman Elementary	no		20.5	10	5	50	Yes	71.9%	43.1
		C	Oakland Community Day High	no		15.3	4	0	0	Yes	46.4%	72.2
		C	Piedmont Avenue Elementary	no		9.8	16	11	68.8	Yes	68.3%	83.8

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		C	East Oakland School Of The Arts	no	19	4.2	79	26	32.9	No	58.4%	82.6
		C	Montclair Elementary	no		20.8	14	8	57.1	Yes	65.5%	90.7
		C	East Oakland Community High	no	11	3.6	50	0	0	Yes	66.5%	84.2
		C	Encompass Academy Elementary	no	11	6.2	8	5	62.5	No	14.5%	41.2
		C	Leadership Preparatory High	no		8.6	100	42	42	Yes	89.4%	50.9
		C	Lockwood Elementary	no		8.8	21	10	47.6	Yes	63.9%	91.3
		C	Oakland Community Day Middle	no			0	0	0	Yes	44.3%	62.1
		C	Lakeview Elementary	no		16.3	15	10	66.7	Yes	71.3%	95.1
		C	Lafayette Elementary	no		20.6	16	10	62.5	Yes	56.0%	96.1
		C	Marshall Elementary	no		14	11	5	45.5	No	16.7%	56.2
		C	Explorer Middle	no		4.8	24	6	25	Yes	84.8%	93.5
		C	Jefferson Elementary	no		7.3	33	14	42.4	Yes	76.7%	61.4
		C	Horace Mann Elementary	no		6.9	16	9	56.3	Yes	92.8%	93.7
		C	Manzanita Elementary	no		16.6	20	13	65	Yes	70.8%	92
		C2	Business, Entrepreneurial School Of Technolog	no		7.5	72	0	0	No	59.8%	84.7
		C2	Expression, Excellence, Community, Empowermen	no		3.2	63	17	27			
		C2	Far West	no	11	6.1	32	20	62.5	No	60.2%	81.4
		C2	Kizmet Academy Middle	no		7	12	4	33.3	No	81.9%	93.8
		C2	Lazear Elementary	no		17.2	16	11	68.8	Yes	70.2%	96
		C2	Leadership Public Schools Oakland	yes	5	3.6	16	8	50		84.8%	93.2
		C2	Millsmont Academy	yes	13	4.9	11	5	45.5		74.2%	96.7
		C2	Parker Elementary	no		16.3	13	9	69.2			
		C2	Reach Academy	no	6	5	6	2	33.3	No	72.9%	97.5
		C2	Rise Community	no		7.5	9	6	66.7	No	63.5%	95.5
		C2	Sankofa Academy	no	9	5.6	13	9	69.2	No	74.7%	95.2
		C2	Seed Elementary	no		11	8	5	62.5	No	66.3%	75.4
		C2	Webster Academy (K-6)	no	30	4.8	23	4	17.4	Yes	82.4%	93.1
	Piedmont City Unified						15.5 AYE					
		A	Piedmont Middle	no		14.6	113	98	86.7	No	0%	4%

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	San Leandro Unified					12.7 AYE						
		A	Garfield Elementary	no		10.5	21	18	85.7	Yes	52%	50%
		A	Monroe Elementary	no		17.5	22	19	86.4	Yes	46%	44%
		A	Jefferson Elementary	no		11.4	27	23	85.2	Yes	62%	68%
	San Lorenzo Unified					10.7 AYE						
			Washington Manor Middle	no		6.7			10.4	Yes	28.2%	44.2
			Lorenzo Manor Elementary	no		13.4			100	No	52.3%	74.7
			Hillside Elementary	no		6.3			100	Yes	77.6%	83.1
			Hesperian Elementary	no		9.4			100	Yes	57.2%	70.4
			Grant Elementary	no		8.5			95.8	Yes	36.4%	61.9
			Edendale Middle	no		7.1			74.2	Yes	59.2%	77.8
			Del Rey Elementary	no		11.0			89.3	Yes	34.5%	57.4
		B	Dayton Elementary	no		12.8	22	17	77.3	No	32.2%	37.3
			Corvallis Elementary	no		16.6			96.6	No	38.4%	50.4
			Colonial Acres Elementary	no		13.2			100	Yes	57.0%	77.4
			Bay Elementary	no		17.7			100	No	27.9%	47.7
		C2	San Lorenzo High	no		9.2	178	41	23	Yes	35%	69%
		C2	Washington Manor Middle	no		6.7	115	12	10.4	Yes	28%	44%
		C2	Royal Sunset (Continuation)	no		6.7	65	8	12.3	Yes	42%	65%
		C2	Bohannon Middle	no		6.3	186	12	6.5	Yes	36%	59%
		C2	Arroyo High	no		12.6	201	44	21.9	No	19.0%	40.1
	Amador County Unified					16% AYE						
		C	Independence High (Continuation)	no		20.3	18	6	33.3	No	31%	21%
		C2	North Star Independent Study	no		14.7	31	7	22.6	Yes	0%	7%
Butte												

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	Biggs Unified					15.% AYE						
		A	Biggs Elementary	no		17.7	17	16	94.1	Yes	70%	39%
		B	Biggs High	no		16.5	46	39	84.8	No	54%	32%
		B	Biggs Middle	no		14.2	24	18	75	Yes	70%	37%
		C	Biggs Secondary Community Day	no		5	1	0	0	Yes	100%	40%
		C2	Biggs Public Charter	no		9.2	12	8	66.7	No	80%	21%
	Butte County Office Of Education					15.3% AYE						
		C	Learning Community Charter	no		14.9	181	112	61.9	Yes	36%	10%
		C	Butte County Juvenile Hall/Community	no		22.8	36	21	58.3	No	100%	15%
		C2	Butte County Special Education	no		15.7	37	13	35.1	No	49%	21%
		C2	North County Community	no		19.3	11	6	54.5	Yes	67%	26%
	Chico Unified					16.2% AYE						
		B	Fair View High (Continuation)	no		15.8	61	45	73.8	Yes	49%	32%
		C	Oakdale	no		14.7	7	1	14.3	No	21%	17%
		C	Loma Vista	no		21.6	2	1	50	No	43%	21%
		C	Center For Alternative Learning	no		8.2	9	3	33.3	No	74%	40%
		C2	Nord Country	yes		7	4	2	50	No	86%	59%
RELEASED	*Durham Unified*					17.3% AYE						
	August-06	C	Mission High	no		25	1/1	0/1	0/100	No	64%	33%
	Oroville Union High					13.1 AYE						
		A	Prospect High (Continuation)	no		15.1	24	21	87.5	Yes	88%	75%
		C	Oroville High Community Day	no		6.5	7	3	42.9	Yes	43%	65%
	Palermo Union Elementary					12.6 AYE						
	August-06	C	Honcut	no		7.2	2/1	1/1	50/100	No	92%	62%
	Paradise Unified					15.4% AYE						
		C	Paradise Community Day	no		14	1	0	0	No	62%	8%
		C2	Paradise Charter Network (155)	no		13.3	9	2	22.2	No	27%	7%

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Calaveras												
RELEASED	*Bret Harte Union High*					14.6 AYE						
	August-06	A	Bret Harte Union High	no		14.1	137/16	132/161	96.4/1	No	19%	10%
	August-06	C	Vallecito Continuation High	no		23.7	4/19	2/19	50/100	No	59%	9%
	August-06	C	John Vierra High	no		14	6/5	1/5	16.7/1	No	0%	9%
	Calaveras Unified					12.3 AYE						
		C	West Point Alternative	no		4	1	0	0	No	100%	11%
		C2	Gold Strike High	no		2.3	15	0	0	Yes	33%	10%
		C2	Jenny Lind High	no		8	1	0	0	No	21%	16%
RELEASED	*Mark Twain Union Elementary*					15.6 AYE						
	August-06	C	Mark Twain Elementary	no		18.5	55/44	25/44	45.5/1	Yes	49%	20%
Colusa												
	Colusa County Office Of Education					9.9 AYE						
		B	Colusa County Alternative/Opportunity	no		10.2	4	3	75	Yes	90%	80%
		C	Juvenile Hall-Nielson	no		18	9	6	66.7	No	100%	72%
		C	Colusa County Special Education	no		7.1	17	11	64.7	Yes	85%	63%
		C2	Colusa County Community	no		23	5	2	40	No	100%	79%
	Maxwell Unified					13.8 AYE						
		C	Prine (Enid) High (Continuation)	no		13	11	4	36.4	No	71%	56%
	Pierce Joint Unified					9.2 AYE						
		B	Pierce High	no		8.8	62	52	83.9	No	66%	71%
		B	Lloyd G. Johnson Junior High	no		8.4	42	33	78.6	Yes	61%	71%
		C2	Arbuckle Alternative High (Continuation)	no		6.6	5	3	60	Yes	66%	69%
	Williams Unified					10.9 AYE						
		B	Williams Middle	no		7.1	51	42	82.4	Yes	78%	80%

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		C2	Mid Valley High (Continuation)	no		13	17	11	64.7	Yes	67%	93%
Contra Costa												
	Acalanes Union High					15.3 AYE						
		C	Del Oro High (Continuation)	no		16	16	11	68.8	Yes	0%	21%
	Antioch Unified					11.4 AYE						
		C	Learner-Centered Charter	no		8.1	10	6	60	No	6%	17%
		C2	Prospects High (Alternative)	no		13.9	25	15	60	Yes	22%	42%
		C2	Bidwell Elementary	no			7	3	42.9	No		
		C2	Park Middle	no		11.7	40	26	65	Yes	39%	46%
		C2	Bridges	no		4.3	2	1	50	Yes	0%	74%
		C2	Live Oak High (Continuation)	no		8.4	10	3	30	Yes	32%	61%
	Byron Union Elementary					8.1 AYE						
		A	Discovery Bay Elementary	no		7	21	18	85.7	Yes	18%	23%
	Contra Costa County Office Of Education					16.6 AYE						
		C	Golden Gate Community	no		17.1	8	3	37.5	No	47%	61%
		C	Contra Costa County Court	no		16.7	14	4	28.6	Yes	45%	77%
		C	East Gate Community Day	no		34.5	2	0	0	Yes	83%	83%
			Central County Special Education	no	No NCLB Core Academic Classes							
			Far East County Special Education	no	No NCLB Core Academic Classes							
		C2	Floyd Marchus	no		13.9	17	9	52.9	Yes	29%	30%
			East County Special Education	no	No NCLB Core Academic Classes							
RELEASED	*Knightsen Elementary*					9.8 AYE						
August-06		A	Knightsen Elementary	no		9.8	23/24	22/24	95.7/1(	Yes	24%	29%
	Lafayette Elementary					12.3 AYE						
		A	Lafayette Elementary	no		11.6	25	24	96	No	3%	3%

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	Martinez Unified					14.7 AYE						
		A	John Muir Elementary	no		12.7	23	22	95.7	No	33%	26%
		A	Las Juntas Elementary	no		13.2	17	15	88.2	No	46%	38%
		C	Vicente Martinez High	no		21.8	25	5	20	No	32%	30%
		C	Briones (Alternative)	no		15.5	4	0	0	No	5.6%	24.4
	Mt. Diablo Unified					8.8 AYE						
		A	Pine Hollow Middle	no		9.1	124	109	87.9	Yes	19.5%	24.1
		B	Riverview Middle	no		5.9	164	134	81.7	Yes	71.4%	72
		B	Oak Grove Middle	no		3.7	159	125	78.6	Yes	76.9%	74.9
		C	Nueva Vista High (Continuation)	no		2	9	4	44.4	No	0.0%	27.4
		C	Sunrise (Special Education)	no		1	7	4	57.1	Yes	56.8%	29.7
		C2	Gateway High (Continuation)	no		3	8	2	25	Yes	60.0%	84
		C2	El Dorado Middle	no		5.5	199	137	68.8	Yes	33.1%	32.7
		C2	Eagle Peak Montessori	no		2	2	0	0	No	0.0%	9.3
	San Ramon Valley Unified					12.7 AYE						
		C	Monte Vista High	no		12.1	447	0	0	No	0.5%	4.6
		C	Tassajara Hills Elementary	no		10.8	32	0	0	No	1.9%	7.9
		C	Sycamore Valley Elementary	no		9.3	32	0	0	No	0.4%	3.9
		C	Golden View Elementary	no		11.7	28	16	57.1	No	0.7%	7
		C	Greenbrook Elementary	no		10.3	29	18	62.1	No	1.1%	6.8
		C	Twin Creeks Elementary	no		5.4	25	13	52	No	4.8%	13.2
		C	Vista Grande Elementary	no		14.1	28	0	0	Yes	1.3%	4.1
		C	San Ramon Valley High	no		14.7	417	0	0	No	0.6%	6.2
		C2	Windemere Ranch Middle	no		6	77	4	5.2	No	2.4%	10.3
		C2	Iron Horse Middle	no		12.1	171	98	57.3	No	1.9%	10.2
		C2	California High	no		14.2	436	263	60.3	No	1.2%	10.4
		C2	Venture (Alternative)	no		26.8	16	0	0	No	0.0%	18.7
		C2	Coyote Creek Elementary	no		7.6	33	23	69.7	No	1.2%	7.1

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		C2	Del Amigo High (Continuation)	no		23.8	16	6	37.5	Yes	11.7%	18.9
		C2	Charlotte Wood Middle	no		13.6	211	131	62.1	No	1.1%	5.7
		C2	Quail Run Elementary	no		7.7	9	5	55.6	No	7.1%	14.2
	Walnut Creek Elementary					13.6 AYE						
		A	Walnut Creek Intermediate	no		14.4	51	49	96.1	No	6.7%	12
	West Contra Costa Unified					13.9 AYE						
		A	Vista High (Alternative)	no		10.3	18	16	88.9	Yes	70.6%	84.7
		C	Delta Continuation High	no		20	18	3	16.7	Yes	28.2%	62
		C	Lovonya Dejean Middle	no		9.9	113	73	64.6	Yes	72.6%	92.2
		C	Crespi Junior High	no		13.4	119	69	58	Yes	57.9%	64.2
		C	Stewart Elementary	no		12.9	45	30	66.7	Yes	44.4%	48.6
		C	Samuel Gompers Continuation	no		15.2	45	20	44.4	Yes	69.7%	87.3
		C	Transition Learning Center	no		7.3	11	3	27.3	Yes	89.0%	87.7
		C	Kappa Continuation High	no		21.3	21	8	38.1	Yes	55.9%	87.9
		C	Middle College High	no		24.3	54	33	61.1	No	23.5%	64.9
		C	North Campus Continuation	no		13.3	39	18	46.2	Yes	21.5%	74.8
		C	Leadership Public Schools: Richmond	yes		3.1	51	29	56.9		61.7%	88.3
		C	Sigma Continuation High	no		9.3	19	0	0	Yes	27.0%	68.9
		C2	Omega Continuation High	no		14	9	3	33.3	No	31.9%	77.1
		C2	Harbour Way Elem Community Day	no		19	3	2	66.7	Yes	96.7%	93.3
Del Norte												
	Del Norte County Office Of Education											
		C	Mccarthy Center/Community	no			18	0	0			
		C	Del Norte County Alternative/Opportunity	no			100	0	0			
		C	Del Norte County Community Day	no			1	0	0			
		C	Elk Creek	no			9	0	0			
		C	Bar O	no			36	0	0			
		C	Castle Rock Charter	no			467	0	0			

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El Dorado												
	El Dorado County Office Of Education											
		C	Blue Ridge	no			8	2	25			
		C	Charter Community And Extended Day	no			178	71	39.9			
		C2	Charter Transitional Reporting Educational Ce	no			4	2	50			
		C2	Special Education	no			18	10	55.6			
	El Dorado Union High											
		A	Oak Ridge High	no			270	261	96.7			
		A	Ponderosa High	no			294	272	92.5			
		C	Edushd Community Day	no			6	3	50			
RELEASED	*Gold Trail Union Elementary*											
	August-06	C	Sutter's Mill Primary	no			0/12	0/12	0/100			
Fresno												
	Central Unified											
		A	Rio Vista Middle	no			39	35	89.7			
		A	River Bluff Elementary	no			38	37	97.4			
		A	Teague Elementary	no			37	36	97.3			
	Clovis Unified											
		C	Enterprise Alternative	no			252	2	0.8			
		C	Gateway High (Continuation)	no			261	93	35.6			
		C2	Clovis Community Day Secondary	no			63	0	0			
		C2	Harold L. Woods Elementary	no			0	0	0			
	Coalinga-Huron Joint Unified											
		C	Chesnut High (Continuation)	no			4	1	25			
		C	Coalinga-Huron Community Day	no			4	1	25			

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		C	Cambridge High	no			4	2	50			
		C2	Coalinga High	no			210	144	68.6			
		C2	Huron Middle	no			29	20	69			
	Firebaugh-Las Deltas Joint Unified											
		B	Firebaugh High	no			147	108	73.5			
		C	Arthur E. Mills Intermediate	no			16	10	62.5			
	Fresno County Office Of Education											
		B	Edison-Bethune Charter Academy	yes			33	28	84.8			
		B	Teilman Community Day	no			38	31	81.6			
		C2	Fresno County Community	no			16	4	25			
		C2	Fresno County Court	no			129	82	63.6			
	Fresno Unified											
		B	Edison High	no			373	293	78.6			
		B	Fresno High	no			442	359	81.2			
		C	Phoenix Elementary Academy Community Day	no			4	0	0			
		C	Roosevelt Continuation	no			26	1	3.8			
		C	Irwin O. Addicot Elementary	no			0	0	0			
		C	Fulton Special Education	no			13	0	0			
		C	Dewolf Continuation High	no			94	46	48.9			
		C	New Millenium Charter	yes			11	2	18.2			
		C	New Horizon High	no			12	0	0			
		C	Dewolf West High	no			4	0	0			
		C	Florence E. Rata	no			0	0	0			
		C2	Learning	yes			59	25	42.4			
		C2	Design Science Early College High	no			2	0	0			
		C2	Fresno Prep Academy	yes			72	47	65.3			
	Golden Plains Unified											
		C	Tranquillity High	no			19	9	47.4			
		C2	San Joaquin Elementary	no			50	30	60			
	Kings Canyon Joint Unified											

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		C	Mountain View (Alternative)	no			45	8	17.8			
	Kingsburg Elementary Charter											
		A	Washington Elementary	no			28	26	92.9			
	Laton Joint Unified											
		A	Laton Elementary	no			21	19	90.5			
	Mendota Unified											
		A	Mccabe Junior High	no			15	13	86.7			
		A	Mccabe Elementary	no			32	29	90.6			
		B	Washington Elementary	no			37	31	83.8			
		C2	Crescent View West Charter	yes			56	32	57.1			
	Parlier Unified											
		B	Mathew J. Brletic Elementary	no			22	17	77.3			
		C2	Crescent View Charter High School	yes			60	32	53.3			
	Raisin City Elementary											
		C	Raisin City Elementary	no			13	9	69.2			
	Riverdale Joint Unified											
		C	Horizon High	no			1	0	0			
	Sanger Unified											
		C	Community Day	no			39	14	35.9			
		C	Hallmark Charter	no			1117	238	21.3			
		C	Taft High	no			165	0	0			
		C2	Kings River High (Continuation)	no			25	13	52			
	Selma Unified											
		C	Selma Independent	no			7	0	0			
	Washington Union High											

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		B	Washington High	no			96	74	77.1			
		C2	Easton Community Day	no			4	0	0			
		C2	Easton Continuation High	no			13	5	38.5			
Glenn												
	Glenn County Office Of Education											
		C	Glenn County Juvenile Court	no			2	1	50			
		C2	Glenn County Special Education	no			23	9	39.1			
		C2	William Finch	no			9	5	55.6			
		C2	Glenn County Alternative/Opportunity	no			5	3	60			
RELEASED	*Plaza Elementary*											
	August-06	B	Plaza Elementary	no			6/6	5/6	83.3/100			
	Princeton Joint Unified											
		A	Princeton Junior-Senior High	no			30	29	96.7			
	Stony Creek Joint Unified											
		B	Elk Creek Junior-Senior High	no			19	15	78.9			
Humboldt												
	Eureka City Unified											
		B	Catherine L. Zane Middle	no			110	87	79.1			
		B	Winship Middle	no			92	75	81.5			
		B	Lafayette Elementary	no			18	15	83.3			
		C	Cic Program	no			5	0	0			
	Klamath-Trinity Joint Unified											
		B	Hoopa Valley High	no			72	61	84.7			
		B	Hoopa Valley Elementary	no			45	36	80			
		C	Weitchpec Elementary	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Captain John Continuation	no			9	1	11.1			
RELEASED	*Northern Humboldt Union High*											
	Released	A	Northern Humboldt Community Day	no			7/6	6/6	85.7/100			
	Southern Humboldt Joint Unified											
	Released	C	Osprey Learning Center	no			3/3	0/3	0/100			
		C	Osprey Learning Center (Alternative)	no			3	0	0			
		C	South Fork Junior - Senior High	no			41	27	65.9			
Imperial												
	Brawley Union High											
		C	Renaissance	no			5	0	0			
		C	Brawley High	no			293	199	67.9			
	Calexico Unified											
		B	Calexico High	no			356	299	84			
		C	De Anza Junior High	no			316	181	57.3			
		C	William Moreno Junior High	no			292	202	69.2			
		C	Aurora High (Continuation)	no			183	60	32.8			
	Calipatria Unified											
		C	Midway High	no			4	1	25			
		C	Calipatria High	no			70	44	62.9			
		C2	Bill E. Young Jr. Middle	no			34	22	64.7			
	Central Union High											
		B	Central High	no			282	222	78.7			
	Holtville Unified											
		B	Holtville Junior High	no			72	54	75			
		C2	Sam Webb Continuation	no			37	20	54.1			
	Imperial County Office Of Education											
		C	Imperial County Special Education	no			23	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Imperial County Juvenile Hall/Community	no			55	37	67.3			
	Meadows Union Elementary											
		C	Meadows Elementary	no			37	16	43.2			
	San Pasqual Valley Unified											
		B	San Pasqual Valley High	no			67	47	70.1			
		C	Bill M. Manes High	no			5	2	40			
Kern												
	Arvin Union Elementary											
		B	Haven Drive Middle	no			47	35	74.5			
		B	Sierra Vista Elementary	no			56	43	76.8			
	Bakersfield City											
		A	Casa Loma Elementary	no			32	28	87.5			
		A	Hort Elementary	no			38	33	86.8			
		A	Mckinley Elementary	no			38	34	89.5			
		B	Cesar E. Chavez Elementary	no			27	21	77.8			
		C2	Rafer Johnson Community Day	no			7	0	0			
		C2	Three R's Achievement Academy	no			3	2	66.7			
		C2	Washington Middle	no			16	11	68.8			
		C2	Emerson Middle	no			26	18	69.2			
	Fairfax Elementary											
		A	Virginia Avenue Elementary	no			31	30	96.8			
	Fruitvale Elementary											
		A	Discovery Elementary	no			37	34	91.9			
		A	Endeavour Elementary	no			40	39	97.5			
		B	Fruitvale Junior High	no			38	31	81.6			

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	General Shafter Elementary											
		A	General Shafter Elementary	no			11	10	90.9			
	Kern County Office Of Education											
		C	Kern County Community	no			146	83	56.8			
		C2	Kern County Special Education	no			101	61	60.4			
		C2	Valley Oaks Charter	no			43	21	48.8			
	Kern Union High											
		B	Nueva Continuation High	no			14	10	71.4			
		C	Golden Valley High	no			367	166	45.2			
		C	Vista West Continuation	no			30	14	46.7			
		C2	East Bakersfield High	no			326	194	59.5			
		C2	Foothill High	no			383	231	60.3			
		C2	North High	no			381	141	37			
		C2	Shafter High	no			212	141	66.5			
		C2	Arvin High	no			396	265	66.9			
		C2	Kern Valley High	no			100	50	50			
		C2	Summit Continuation	no			4	1	25			
		C2	Special Services/Constellation	no			0	0	0			
		C2	Bakersfield High	no			427	270	63.2			
		C2	Ridgeview High	no			345	219	63.5			
		C2	Stockdale High	no			383	264	68.9			
		C2	West High	no			378	247	65.3			
		C2	Vista High (Continuation)	no			47	20	42.6			
		C2	South High	no			321	103	32.1			
		C2	Able Center High	no			0	0	0			
	Lost Hills Union Elementary											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Lost Hills Elementary	no			16	9	56.3			
		C	A. M. Thomas Middle	no			9	4	44.4			
	Mojave Unified											
		A	California City Middle	no			59	53	89.8			
		C	Red Rock Elementary	no			1	0	0			
		C2	Joshua	no			34	19	55.9			
		C2	Mojave Senior High	no			151	105	69.5			
		C2	Red Rock Community Day	no			1	0	0			
		C2	Mojave Elementary	no			18	10	55.6			
	Richland Union Elementary											
		B	Redwood Elementary	no			34	28	82.4			
	Tehachapi Unified											
		A	Tehachapi High	no			203	198	97.5			
	Vineland Elementary											
		B	Vineland Elementary	no			25	21	84			
	Wasco Union High											
		A	Wasco High	no			278	247	88.8			
		C	Independence High (Continuation)	no			11	6	54.5			
Kings												
	Armona Union Elementary											
		A	Armona Elementary	no			25	23	92			
		B	Parkview Middle	no			69	57	82.6			
	Corcoran Joint Unified											
		A	Bret Harte Elementary	no			28	26	92.9			
		A	John C. Fremont Elementary	no			26	23	88.5			

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		A	Corcoran High	no			121	104	86			
	Hanford Elementary											
		C	Woodrow Wilson Junior High	no			124	64	51.6			
		C2	John F. Kennedy Junior High	no			120	79	65.8			
	Kings County Office Of Education											
		C	Kings County Special Education	no			70	39	55.7			
	Lemoore Union High											
		C	Jamison (Donald C.) High (Continuation)	no			15	9	60			
	Reef-Sunset Unified											
		A	Kettleman City Elementary	no			15	13	86.7			
Lake												
	Kelseyville Unified											
		C	Kelseyville Community Day	no			5	0	0			
		C2	Kelseyville High	no			108	6	5.6			
	Konocti Unified											
		A	Burns Valley Elementary	no			19	17	89.5			
		C	Oak Hill Middle	no			95	65	68.4			
		C	Richard H. Lewis Alternative	no			0	0	0			
		C	Lower Lake High	no			119	58	48.7			
		C2	Genesis High	no			0	0	0			
		C2	Carle (William C.) High (Continuation)	no			26	18	69.2			
	Lake County Office Of Education											
		C	Renaissance Court	no			8	4	50			
		C	Redbud Community	no			16	4	25			
		C2	Clearlake Community	no			9	6	66.7			
	Middletown Unified											

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		C	Loconoma Valley High	no			1	0	0			
	Upper Lake Union High											
		C	Upper Lake High	no			53	0	0			
		C	Clover Valley High (Continuation)	no			1	0	0			
			Upper Lake Community Day	no			1	0	0			
Lassen												
	Big Valley Joint Unified											
		B	Big Valley High	no			25	20	80			
		C	Gateway High (Continuation)	no			4	2	50			
	Lassen Union High											
		B	Lassen Community Day	no			25	20	80			
	Lassen Union High											
		C2	Diamond Mountain Charter High	no			12	8	66.7			
Los Angeles												
	ABC Unified											
		C	Richard Gahr High	no			311	65	20.9			
		C	Gretchen Whitney High	no			174	38	21.8			
		C	Carmenita Middle	no			130	23	17.7			
		C	Pharis F. Fedde Middle	no			96	23	24			
		C	Pliny Fisk Haskell Middle	no			106	23	21.7			
		C	Martin B. Tetzlaff Middle	no			110	24	21.8			
		C	Tracy (Wilbur) High (Continuation)	no			80	15	18.8			
		C	Artesia High	no			290	68	23.4			
		C	Cerritos High	no			347	82	23.6			
		C	Faye Ross Middle	no			119	25	21			
	Antelope Valley Union High											
		A	Littlerock High	no			308	284	92.2			

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		A	Lancaster High	no			401	373	93			
		A	Highland High	no			417	396	95			
		A	Quartz Hill High	no			429	410	95.6			
		A	Palmdale High	no			397	374	94.2			
		A	William J. 'pete' Knight High	no			223	214	96			
		A	R. Rex Parris High	no			73	63	86.3			
		A	Antelope Valley High	no			334	318	95.2			
		B	Desert Winds Continuation High	no			96	72	75			
		C	Desert Pathways	no			36	0	0			
		C2	Desert Sands Charter	yes			144	95	66			
		C2	Day	no			0	0	0			
	Baldwin Park Unified											
		A	Central Elementary	no			36	35	97.2			
		A	Vineland Elementary	no			46	43	93.5			
		A	Tracy Elementary	no			34	33	97.1			
		A	Kenmore Elementary	no			34	32	94.1			
		A	Ernest R. Geddes Elementary	no			41	40	97.6			
		A	Deanza Elementary	no			40	38	95			
		A	Foster Elementary	no			38	33	86.8			
		C	Baldwin Park Alternative	no			0	0	0			
	Bellflower Unified											
		A	Thomas Jefferson Elementary	no			34	31	91.2			
		A	Washington Elementary	no			44	43	97.7			
		A	Bellflower Usd Intensive Learning Center	no			37	36	97.3			
		A	Ernie Pyle Elementary	no			29	27	93.1			
		A	Esther Lindstrom Elementary	no			39	38	97.4			
		A	Ramona Elementary	no			37	35	94.6			
	Beverly Hills Unified											
		A	Hawthorne Elementary	no			89	84	94.4			
		A	Beverly Hills High	no			421	409	97.1			
		C2	Moreno High (Continuation)	no			3	2	66.7			
	Bonita Unified											

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		C	Vista (Alternative)	no			83	0	0			
		C2	Chaparral High (Continuation)	no			34	5	14.7			
	Castaic Union Elementary											
		A	Castaic Elementary	no			43	41	95.3			
		A	Live Oak Elementary	no			38	35	92.1			
	Claremont Unified											
		C	Community Day	no			41	9	22			
		C2	San Antonio High (Continuation)	no			44	14	31.8			
	Compton Unified											
		B	Bunche Middle	no			109	83	76.1			
		B	Mayo Elementary	no			31	23	74.2			
		B	Foster Elementary	no			34	25	73.5			
		B	Rosecrans Elementary	no			26	20	76.9			
		B	Emerson Elementary	no			35	25	71.4			
		B	Jefferson Elementary	no			29	22	75.9			
		B	Mckinley Elementary	no			23	17	73.9			
		B	Ralph Bunche Elementary	no			21	16	76.2			
		B	Martin Luther King Elementar	no			33	27	81.8			
		B	Lincoln Elementary	no			21	16	76.2			
		B	Dickison Elementary	no			39	29	74.4			
		C	Frances Willard Elementary	no			19	12	63.2			
		C	Laurel Street Elementary	no			23	16	69.6			
		C	Roosevelt Elementary	no			55	38	69.1			
		C	Washington Elementary	no			28	16	57.1			
		C	Tibby Elementary	no			24	15	62.5			
		C	Ronald E. Mcnair Elementary	no			20	13	65			
		C	Bursch Elementary	no			22	12	54.5			
		C	Compton Community Day Middle	no			0	0	0			
		C	Thurgood Marshall	no			0	0	0			

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		C	Compton Community Day High	no			0	0	0			
		C	Harriet Tubman High	no			0	0	0			
		C	Cesar Chavez Continuation High	no			147	96	65.3			
		C	Dominguez High	no			950	627	66			
		C	Compton High	no			637	438	68.8			
		C	Centennial High	no			487	297	61			
		C	Roosevelt Middle	no			156	88	56.4			
		C	Walton Middle	no			87	57	65.5			
		C	Willowbrook Middle	no			68	27	39.7			
		C	Whaley Middle	no			250	163	65.2			
		C	Caldwell Street Elementary	no			15	8	53.3			
		C	Vanguard Learning Center	no			77	29	37.7			
		C	Anderson Elementary	no			28	19	67.9			
		C2	Davis Middle	no			193	126	65.3			
	Downey Unified											
		A	Warren High	no			539	502	93.1			
	Duarte Unified											
		A	Beardslee Elementary	no			22	20	90.9			
	Eastside Union Elementary											
		B	Tierra Bonita North Elementary	no			31	24	77.4			
		B	Eastside Elementary	no			38	30	78.9			
	El Monte City Elementary											
	August-06	C	Byron E. Thompson Elementary	no			16/15	4/15	25/100			
		C	Durfee Elementary	no			93	48	51.6			
		C	Rio Hondo Elementary	no			104	53	51			
	August-06	C2	Thompson Elementary (Oh)	no			5/9	0/9	0/100			
	El Rancho Unified											
		B	Rio Vista Elementary	no			20	14	70			
		B	Mary E. Meller Elementary	no			25	19	76			

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		C	Ruben Salazar Continuation	no			116	51	44			
		C2	Rivera Middle	no			189	121	64			
		C2	North Park Middle	no			169	87	51.5			
	Glendale Unified											
		C	College View Center	no			9	0	0			
		C	Jewel City Community Day	no			6	3	50			
	Gorman Elementary											
		B	Lifeline Education Charter	yes			8	6	75			
		C2	Gorman Elementary	no			3	0	0			
	Hawthorne Elementary											
		B	Prairie Vista Middle	no			192	150	78.1			
		C2	Hawthorne Middle	no			153	101	66			
		C2	Bud Carson Middle	no			135	90	66.7			
	La Canada Unified											
		C	Foothills (Special Education)	no			5	0	0			
	Lancaster Elementary											
		B	Crossroads Community Day	no			4	3	75			
	Long Beach Unified											
		A	Rogers Middle	no			129	119	92.2			
		A	Hamilton Middle	no			204	186	91.2			
		A	Cubberley Elementary	no			98	93	94.9			
		A	Sutter Elementary	no			133	129	97			
		A	Wilson High	no			852	824	96.7			
		C2	Community Day	no			3	2	66.7			
	Los Angeles County Office Of Education											
		A	International Polytechnic High	no			30	28	93.3			
		C	Los Angeles County Special Education	no			325	57	17.5			

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		C	Soledad Enrichment Action	no			47	25	53.2			
	Los Angeles Unified											
		A	Para Los Ninos Charter	yes			10	9	90			
		A	San Fernando Senior High	no			662	569	86			
		B	Edwin Markham Middle	no			254	194	76.4			
		B	Arco Iris Primary Center	no			12	9	75			
		B	Johnnie Cochran, Jr., Middle	no			248	191	77			
		B	Coliseum Street Elementary	no			20	14	70			
		B	Playa Del Rey Elementary	no			15	12	80			
		B	Samuel Gompers Middle	no			261	193	73.9			
		B	John A. Sutter Middle	no			223	173	77.6			
		B	Daniel Webster Middle	no			159	114	71.7			
		B	David Wark Griffith Middle	no			355	273	76.9			
		B	Phineas Banning Senior High	no			459	369	80.4			
		B	Carson Senior High	no			486	389	80			
		B	Chatsworth Senior High	no			401	332	82.8			
		B	Valley Alternative Magnet	no			60	42	70			
		B	Mt. Lukens Continuation	no			12	9	75			
		B	Stella Middle Charter Academy	yes			50	42	84			
		B	Grover Cleveland High	no			574	438	76.3			
		B	Magnolia Science Academy	yes			69	49	71			
		C	Foshay Learning Center	no			608	374	61.5			
		C	Community Charter Middle	yes			50	14	28			
		C	Ernest P. Willenberg Special Education Center	no			0	0	0			
		C	Marlton	no			10	0	0			
		C	Macarthur Park Primary Center	no			18	9	50			
		C	Berenece Carlson Home Hospital	no			268	54	20.1			
		C	Ellen Ochoa Learning Center	no			129	29	22.5			

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		C	James J. Mcbride Special Education Center	no			0	0	0			
		C	Sophia T. Salvin Special Education Center	no			34	16	47.1			
		C	Tri-C Community Day	no			64	12	18.8			
		C	Del Rey Continuation	no			15	9	60			
		C	Evergreen Continuation	no			16	7	43.8			
		C	Susan Miller Dorsey Senior High	no			294	193	65.6			
		C	John R. Wooden High	no			16	10	62.5			
		C	Pueblo De Los Angeles Continuation	no			17	0	0			
		C	San Antonio Continuation	no			16	2	12.5			
		C	Temescal Canyon Continuation	no			10	5	50			
		C	Whitney Young Continuation	no			18	12	66.7			
		C	Monterey Continuation	no			19	7	36.8			
		C	Central Continuation	no			98	22	22.4			
		C	Benjamin Banneker Special Education Center	no			0	0	0			
		C	William Tell Aggeler Opportunity High	no			8	3	37.5			
		C	Citylife Downtown Charter School	yes			40	20	50			
		C	Simon Rodia Continuation	no			14	0	0			
		C	Amelia Earhart Continuation	no			14	0	0			
		C	Moneta Continuation	no			12	4	33.3			
		C	Stoney Point Continuation	no			14	4	28.6			
		C	Highland Park Continuation	no			11	7	63.6			
		C	Miguel Leonis Continuation	no			10	3	30			
		C	Robert H. Lewis Continuation	no			9	6	66.7			
		C	Jack London Continuation	no			13	2	15.4			
		C	Metropolitan Continuation	no			67	22	32.8			
		C	Mission Continuation	no			15	9	60			
		C	Eagle Tree Continuation	no			15	8	53.3			
		C	George S. Patton Continuation	no			12	5	41.7			

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		C	Indian Springs Continuation	no			13	5	38.5			
		C	Sojourner Truth Continuation	no			5	3	60			
		C	Kirk Douglas Continuation	no			11	7	63.6			
		C	Diane S. Leichman Special Education Center	no			47	1	2.1			
		C	Frank D. Lanterman	no			0	0	0			
		C	Whitman Continuation	no			21	9	42.9			
		C	Avalon Continuation	no			19	5	26.3			
		C	Owensmouth Continuation	no			14	7	50			
		C	Cornerstone Prep Charter	yes			34	21	61.8			
		C	Boyle Heights Continuation	no			14	5	35.7			
		C	David Starr Jordan Senior High	no			352	202	57.4			
		C	Alain Leroy Locke Senior High	no			471	322	68.4			
		C	Ramona Opportunity High	no			36	11	30.6			
		C	Joseph Pomeroy Widney High	no			13	1	7.7			
		C	City Of Angels	no			377	247	65.5			
		C	Community Harvest Charter	yes			15	5	33.3			
		C	CDS Secondary	no			98	20	20.4			
		C	Avalon Gardens Elementary	no			15	9	60			
		C	Fred E. Lull Special Education Center	no			0	0	0			
		C	Charles Leroy Lowman Special Education Center	no			0	0	0			
		C	Frances Blend Special Education Center	no			13	6	46.2			
		C	Joaquin Miller High	no			2	0	0			
		C2	Valley View Elementary	no			12	8	66.7			
		C2	Dena New Primary Center	no			8	4	50			
		C2	Los Angeles New Primary Center #5	no			9	6	66.7			
		C2	Center	no			20	9	45			
		C2	Washington New Primary Center #1	no			12	7	58.3			
		C2	Harvard Elementary	no			22	15	68.2			
		C2	Weigand Avenue Elementary	no			26	17	65.4			
		C2	South La Area New High #1	no			274	154	56.2			
		C2	Kingsley Elementary	no			26	17	65.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Olympic Primary Center	no			14	7	50			
		C2	Alternative Education	no			0	0	0			
		C2	High Tech High	no			60	29	48.3			
		C2	Day	no			8	4	50			
		C2	Community Day	no			35	24	68.6			
		C2	Aggeler Community Day	no			52	17	32.7			
		C2	Johnson Community Day	no			36	22	61.1			
		C2	Middle	no			381	258	67.7			
		C2	Harbor Teacher Preparation Academy	no			36	25	69.4			
		C2	Jane Addams Continuation	no			14	0	0			
		C2	South East High	no			181	126	69.6			
		C2	Middle College High	no			55	38	69.1			
		C2	Zane Grey Continuation	no			31	10	32.3			
		C2	Harmony Elementary	no			46	28	60.9			
		C2	View Park Continuation	no			14	9	64.3			
		C2	Harold Mcalister High (Opportunity)	no			48	26	54.2			
		C2	Thomas Riley High	no			28	19	67.9			
		C2	Angel's Gate (Continuation)	no			10	6	60			
		C2	Independence Continuation	no			18	5	27.8			
		C2	Phoenix Continuation	no			15	4	26.7			
		C2	Aldama Elementary	no			37	25	67.6			
		C2	Cheviot Hills Continuation	no			9	6	66.7			
		C2	Los Angeles Academy Of Arts & Enterprise Char	yes			3	2	66.7			
		C2	Will Rogers Continuation	no			18	8	44.4			
		C2	Pio Pico Elementary	no			159	99	62.3			
		C2	Henry David Thoreau Continuation	no			9	6	66.7			
		C2	Elementary	no			36	23	63.9			
		C2	Unlimited	no			72	42	58.3			
		C2	Southeast Area New Learning Center	no			87	60	69			
		C2	South Gate New Elementary #6	no			27	17	63			
		C2	Charles Maclay Middle	no			159	109	68.6			
		C2	Robert A. Millikan Middle	no			257	158	61.5			
		C2	C. Morley Sellery Special Education Center	no			11	5	45.5			
		C2	Sven Lokrantz Special Education Center	no			26	16	61.5			
		C2	Sun Valley Middle	no			522	353	67.6			
		C2	Albert Einstein Continuation	no			12	4	33.3			
		C2	Animo South Los Angeles Charter	yes			9	6	66.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Elementary	no			65	41	63.1			
		C2	South Park Elementary	no			59	34	57.6			
		C2	Thirty-Second Street Usc Performing Arts	no			154	84	54.5			
		C2	Topanga Learn-Charter Elementary	no			16	11	68.8			
		C2	Community	no			50	8	16			
		C2	Ninety-Second Street Elementary	no			49	33	67.3			
		C2	Ca Academy For Liberal Studies Early College	yes			52	24	46.2			
		C2	Camino Nuevo High School Charter	yes			49	29	59.2			
		C2	Harrison Street Elementary	no			64	29	45.3			
		C2	Charter	yes			8	5	62.5			
		C2	Elementary	no			26	18	69.2			
		C2	Southern California School Of Arts And Scienc	yes			32	21	65.6			
		C2	Community Charter Early College High	yes			65	43	66.2			
		C2	View Park Preparatory Accelerated Charter Mid	yes			0	0	0			
		C2	Our Community Charter	yes			0	0	0			
		C2	Los Angeles Leadership Academy	yes			52	28	53.8			
		C2	Lakeview Charter Academy	yes			20	5	25			
		C2	Port Of Los Angeles High	yes			34	15	44.1			
		C2	Milagro Charter	yes			7	4	57.1			
		C2	Continuation	no			13	7	53.8			
		C2	Opportunities Unlimited Charter High	yes			25	15	60			
		C2	Nevin Avenue Elementary	no			47	31	66			
		C2	#1	no			29	19	65.5			
		C2	Elementary	no			25	15	60			
		C2	Clifford Street Elementary	no			12	8	66.7			
		C2	Elementary	no			25	16	64			
		C2	Tom Bradley Environmental Science And Humanit	no			30	20	66.7			
		C2	Elizabeth Learning Center	no			144	97	67.4			
		C2	Farmdale Elementary	no			40	25	62.5			
		C2	Hillside Elementary	no			26	18	69.2			
		C2	Marvin Elementary	no			51	33	64.7			
		C2	Seventy-Fifth Street Elementary	no			80	52	65			
		C2	Elementary	no			66	46	69.7			
		C2	Martin Luther King Jr. Elementary	no			46	27	58.7			

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		C2	Elementary	no			32	22	68.8			
		C2	Washington Irving Middle	no			225	145	64.4			
		C2	Elementary	no			60	39	65			
		C2	Wilshire Crest Elementary	no			35	24	68.6			
		C2	One Hundred Twenty-Second Street Elementary	no			44	26	59.1			
		C2	Park Avenue Elementary	no			39	27	69.2			
		C2	Elementary	no			63	43	68.3			
		C2	Purche Avenue Elementary	no			32	22	68.8			
		C2	Ocean Charter School	yes			11	4	36.4			
		C2	Melrose Avenue Elementary	no			16	11	68.8			
		C2	Elementary	no			25	15	60			
		C2	Magnet	no			70	35	50			
		C2	Ann Street Elementary	no			12	6	50			
		C2	Charles Drew Middle	no			352	236	67			
	Lynwood Unified											
		A	Lugo Elementary	no			21	19	90.5			
		A	Mark Twain Elementary	no			28	25	89.3			
		B	Wilson Elementary	no			35	29	82.9			
		B	Rosa Parks Elementary	no			24	19	79.2			
	Manhattan Beach Unified											
		A	Mira Costa High	no			389	371	95.4			
		A	Manhattan Beach Middle	no			290	275	94.8			
	Monrovia Unified											
		B	Canyon Oaks High	no			30	22	73.3			
	Norwalk-La Mirada Unified											
		C	Reginald M. Benton Middle	no			26	16	61.5			
	Palos Verdes Peninsula Unified											
		B	Soleado Elementary	no			20	16	80			
	Pomona Unified											
		A	Alcott Elementary	no			47	42	89.4			
		A	Fremont Middle	no			148	127	85.8			

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		A	Decker Elementary	no			28	27	96.4			
		A	C. Joseph Barfield Elementary	no			33	32	97			
		A	Madison Elementary	no			39	37	94.9			
		A	Lexington Elementary	no			35	32	91.4			
		A	Kingsley Elementary	no			38	34	89.5			
		A	Harrison Elementary	no			28	27	96.4			
		A	Diamond Point Elementary	no			22	21	95.5			
		A	Philadelphia Elementary	no			43	41	95.3			
		A	Mendoza Elementary	no			21	19	90.5			
		B	Diamond Ranch High	no			344	289	84			
		B	Park West High (Continuation)	no			71	55	77.5			
		B	Ganesha Senior High	no			322	263	81.7			
		C	Pomona Community Day	no			0	0	0			
	San Gabriel Unified											
		C	Del Mar High	no			16	2	12.5			
	Santa Monica-Malibu Unified											
		A	Lincoln Middle	no			196	175	89.3			
		A	John Adams Middle	no			208	198	95.2			
	SBE - Animo Inglewood Charter											
		B	Animo Inglewood Charter High	yes			20	16	80			
	Sulphur Springs Union Elementary											
		A	Leona H. Cox Community Elementary	no			27	25	92.6			
		A	Valley View Elementary	no			44	42	95.5			
	Temple City Unified											
		A	Emperor Elementary	no			31	28	90.3			
		A	Oak Avenue Intermediate	no			162	150	92.6			

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		C	Temple City Alternative	no			2	0	0			
		C	Temple City Community Learning Centre (Contin	no			2	0	0			
	Torrance Unified											
		A	South High	no			349	319	91.4			
		B	Calle Mayor Middle	no			96	81	84.4			
	Westside Union Elementary											
		B	Hillview Middle	no			28	22	78.6			
	Whittier City Elementary											
		A	Daniel Phelan Elementary	no			27	25	92.6			
		B	Walter F. Dexter Middle	no			290	234	80.7			
		B	Christian Sorensen Elementary	no			28	23	82.1			
		C2	Wallen L. Andrews Elementary	no			21	13	61.9			
	Whittier Union High											
		A	La Serna High	no			391	374	95.7			
		C	Sierra Vista High (Alternative)	no			12	3	25			
	William S. Hart Union High											
		A	Sierra Vista Junior High	no			230	207	90			
		A	Canyon High	no			393	339	86.3			
	Wilsona Elementary											
		B	Wilsona Elementary	no			29	21	72.4			
	Wiseburn Elementary											
		A	Juan Cabrillo Elementary	no			22	21	95.5			
		A	Peter Burnett Elementary	no			17	16	94.1			
		A	Richard Henry Dana Middle	no			27	25	92.6			
Madera												

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	Chawanakee Unified											
		C	Chawanakee Academy	no			15	10	66.7			
		C2	Cedar Continuation High	no			4	0	0			
	Chowchilla Elementary											
		A	Wilson Middle	no			25	24	96			
	Madera County Office Of Education											
		C	Discovery Secondary	no			4	0	0			
		C	Pioneer Technical Center	no			29	14	48.3			
		C2	Enterprise Secondary	no			20	6	30			
		C2	Madera County Special Education	no			120	79	65.8			
	Madera Unified											
		C	Mountain Vista High (Continuation)	no			90	22	24.4			
		C	Furman (Duane E.) High (Alternative)	no			183	76	41.5			
		C2	Ripperdan High	no			39	16	41			
		C2	Madera High North	no			659	453	68.7			
	Yosemite Joint Union High											
		C	Ahwahnee High	no			1	0	0			
		C	Raymond Granite High	no			1	0	0			
		C	Foothill High (Alternative)	no			3	0	0			
		C	Evergreen High	no			4	0	0			
		C2	Mountain View High (Continuation)	no			2	0	0			
Marin												
	Marin County Office Of Education											
		C	Phoenix Academy	no			5	2	40			
		C2	Marin County Juvenile Hall/Community	no			9	5	55.6			

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RELEASED	*Mill Valley Elementary*											
	August-06	C	Strawberry Point	no			15/19	10/19	66.7/100			
	Reed Union Elementary											
		A	Del Mar Intermediate	no			20	18	90			
	San Rafael City Elementary											
		B	Gallinas Elementary	no			45	34	75.6			
		C	James B. Davidson Middle	no			105	43	41			
		C2	San Pedro Elementary	no			18	12	66.7			
	San Rafael City High											
		B	Terra Linda High	no			180	128	71.1			
		B	San Rafael High	no			175	123	70.3			
RELEASED	*Tamalpais Union High*											
	August-06	A	San Andreas High (Continuation)	no			33/30	29/30	87.9/100			
Mariposa												
	Mariposa County Unified											
		C	Mariposa County Independent Learning	no			14	1	7.1			
		C	Coulterville High	no			10	3	30			
		C	Yosemite Park High	no			10	5	50			
Mendocino												
RELEASED	*Fort Bragg Unified*											
	August-06	C	Shelter Cove	no			1/1	0/1	0/100			
	Laytonville Unified											
		C	Laytonville Community Day	no			2	1	50			
	Mendocino County Office Of Education											
		C	West Hills Juvenile Hall Court	no			33	22	66.7			

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		C	Mendocino County Community	no			24	11	45.8			
	Round Valley Unified											
		C	Eel River Charter	yes			3	2	66.7			
	Ukiah Unified											
		A	Calpella Elementary	no			17	16	94.1			
	Willits Unified											
		C	Willits Community Day	no			6	1	16.7			
Merced												
	Delhi Unified											
		B	Delhi High	no			102	84	82.4			
		C	Shattuck Educational Park Continuation	no			9	2	22.2			
	Dos Palos Oro Loma Joint Unified											
		C	Bryant Middle	no			135	54	40			
		C	Dos Palos High	no			169	91	53.8			
		C	Westside High	no			15	7	46.7			
	Gustine Unified											
		A	Gustine High	no			93	81	87.1			
		C2	Gustine Community Day	no			0	0	0			
	Le Grand Union Elementary											
		A	Le Grand Elementary	no			20	19	95			
	Merced County Office Of Education											
		C	Valley Los Banos Community Day	no			17	6	35.3			
		C	Valley Community	no			64	25	39.1			
		C2	Valley Livingston Community Day	no			10	0	0			
		C2	Merced County Juvenile Hall/Community	no			23	2	8.7			
		C2	Valley Community Day (7-12)	no			13	4	30.8			
		C2	Valley Atwater Community Day	no			19	13	68.4			

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		C2	Merced Union High School District Community D	no			0	0	0			
	Merced Union High											
		B	Livingston High	no			192	155	80.7			
		B	Golden Valley High	no			400	313	78.3			
		C	Yosemite High (Continuation)	no			35	8	22.9			
		C	Buhach Colony High	no			169	111	65.7			
	Planada Elementary											
		A	Planada Elementary	no			26	24	92.3			
Modoc												
	Surprise Valley Joint Unified											
		B	Surprise Valley High	no			17	13	76.5			
		C	Great Basin High (Continuation)	no			4	1	25			
Mono												
	Mono County Office Of Education											
		C	Mammoth Community Day	no			4	2	50			
		C	Mono County Juvenile Hall/Community	no			4	2	50			
Monterey												
	Alisal Union Elementary											
		A	Cesar Chavez Elementary	no			28	27	96.4			
		A	Dr. Martin Luther King, Jr. Elementary	no			18	17	94.4			
		A	Alisal Community	no			28	27	96.4			
		B	Frank Paul Elementary	no			26	22	84.6			
	Gonzales Unified											
		A	La Gloria Elementary	no			45	43	95.6			
		C	Somavia High	no			4	2	50			

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	Greenfield Union Elementary											
		B	Cesar Chavez Elementary	no			19	16	84.2			
		B	Oak Avenue Elementary	no			27	22	81.5			
		C	Vista Verde Middle	no			165	107	64.8			
		C2	Greenfield Elementary	no			23	16	69.6			
	King City Joint Union High											
		A	King City High	no			167	143	85.6			
		B	Greenfield High	no			155	113	72.9			
		C	Ventana High (Continuation)	no			6	1	16.7			
	King City Union Elementary											
		B	San Lorenzo Middle	no			249	178	71.5			
	Monterey County Office Of Education											
		C	Salinas Community	no			55	26	47.3			
		C2	Wellington M. Smith, Jr.	no			33	16	48.5			
	Monterey Peninsula Unified											
		A	Marina Del Mar Elementary	no			14	12	85.7			
		A	Del Rey Woods Elementary	no			24	22	91.7			
		A	Marina Vista Elementary	no			18	16	88.9			
		A	La Mesa Elementary	no			24	21	87.5			
		B	Ord Terrace Elementary	no			27	20	74.1			
		B	Seaside High	no			240	180	75			
		B	J. C. Crumpton Elementary	no			24	20	83.3			
		C	Los Arboles Middle	no			132	73	55.3			
		C	Roger S. Fitch Middle	no			139	91	65.5			
		C	Monterey High	no			229	145	63.3			
		C	Central Coast High	no			62	39	62.9			
		C2	Martin Luther King	no			138	66	47.8			
		C2	Walter Colton	no			94	57	60.6			
	North Monterey County Unified											

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		A	Central Bay High (Continuation)	no			27	25	92.6			
		C2	North Monterey County High	no			136	9	6.6			
		C2	North Monterey County Middle	no			116	23	19.8			
	Salinas City Elementary											
		A	Los Padres Elementary	no			29	26	89.7			
		A	Laurel Wood Elementary	no			22	21	95.5			
		B	Natividad Elementary	no			29	24	82.8			
		B	Roosevelt Elementary	no			24	19	79.2			
		B	Sherwood Elementary	no			31	24	77.4			
	Salinas Union High											
		C	Washington Middle	no			0	0	0			
		C	Harden Middle	no			0	0	0			
		C	North Salinas High	no			0	0	0			
		C	La Paz Middle	no			0	0	0			
		C	Community Day	no			0	0	0			
		C	Mount Toro High	no			0	0	0			
		C	Salinas High	no			0	0	0			
		C	El Sausal Middle	no			0	0	0			
		C2	Alisal High	no			0	0	0			
		C2	Everett Alvarez High	no			0	0	0			
	Santa Rita Union Elementary											
		A	Gavilan View Middle	no			198	183	92.4			
		A	La Joya Elementary	no			20	18	90	19/19		
		B	Santa Rita Elementary	no			25	21	84	25/24		
Napa												
	Napa County Office Of Education											
		C	Napa County Community	no			40	20	50			
		C2	Napa County Juvenile Hall/Court Schools	no			14	8	57.1			

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	Napa Valley Unified											
		A	Valley Oak High	no			27	26	96.3			
		A	American Canyon Middle	no			31	27	87.1			
		B	New Technology High	no			30	25	83.3			
		C	Steps To Success	no			Closed					
		C2	Napa Valley Alternative	no			5	3	60			
		C2	Archways Community Day	no			0	0	0			
Nevada												
	Nevada Joint Union High											
		C	Pioneer High (Continuation)	no			1	0	0			
		C	Sierra Foothill High (Continuation)	no			38	17	44.7			
		C	Sierra Mountain High	no			19	11	57.9			
		C	Nevada Union Technical High (Continuation)	no			9	5	55.6			
		C2	Earle Jamieson High	no			13	7	53.8			
	Ready Springs Union Elementary											
		B	Vantage Point Charter	no			5	4	80			
Orange												
	Anaheim Union High											
		A	Anaheim High	no			373	319	85.5			
		A	Orangeview Junior High	no			247	236	95.5			
		A	South Junior High	no			297	255	85.9			
		B	Lexington Junior High	no			180	141	78.3			
		C	Anaheim Community Day	no			20	4	20			
		C2	Polaris High (Alternative)	no			3	0	0			
		C2	Gilbert High (Continuation)	no			198	117	59.1			
	Capistrano Unified											
		A	San Juan Elementary	no			29	28	96.6			

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		A	Marian Bergeson Elementary	no			30	29	96.7			
		A	Capistrano Valley High	no			1442	1308	90.7			
		A	Palisades Elementary	no			30	27	90			
		A	Barcelona Hills Elementary	no			31	30	96.8			
		A	Castille Elementary	no			37	35	94.6			
		A	Truman Benedict Elementary	no			36	35	97.2			
		A	Dana Hills High	no			1145	1043	91.1			
		A	Clarence Lobo Elementary	no			32	29	90.6			
		A	Richard Henry Dana Elementary	no			19	18	94.7			
		A	Viejo Elementary	no			31	30	96.8			
		A	George White Elementary	no			44	43	97.7			
		A	Elementary/Special Education	no			34	32	94.1			
		A	Aliso Viejo Middle	no			265	236	89.1			
		A	Wagon Wheel Elementary	no			49	48	98			
		A	Bernice Ayer Middle	no			185	166	89.7			
		A	Don Juan Avila Elementary	no			33	30	90.9			
		A	Ladera Ranch Middle	no			189	166	87.8			
		A	Las Flores Middle	no			290	259	89.3			
		A	Tijeras Creek Elementary	no			35	34	97.1			
		A	Vista Del Mar Middle	no			131	118	90.1			
		A	Carl H. Hankey Elementary	no			27	26	96.3			
		A	Arroyo Vista Elementary	no			80	78	97.5			
		B	Aliso Niguel High	no			604	506	83.8			
		B	Newhart Middle	no			405	312	77			
		B	Shorecliffs Middle	no			218	185	84.9			
		B	Don Juan Avila Middle	no			249	201	80.7			
		B	Marco Forster Middle	no			336	254	75.6			
		C	Junipero Serra High	no			135	7	5.2			
		C2	Bridges Community Day	no			1	0	0			
	Centralia Elementary											
		A	Buena Terra Elementary	no			16	15	93.8			
		A	Glen H. Dysinger Sr. Elementary	no			20	19	95			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Fullerton Elementary											
		A	Ladera Vista Junior High	no			248	242	97.6			
		A	Sunset Lane Elementary	no			33	31	93.9			
	Fullerton Joint Union High											
		C	La Sierra High (Alternative)	no			93	52	55.9			
	Garden Grove Unified											
		A	Los Amigos High	no			86	79	91.9			
		A	Santiago High	no			84	78	92.9			
		B	Stephen R. Fitz Intermediate	no			34	25	73.5			
		B	Donald S. Jordan Intermediate	no			28	22	78.6			
		B	Izaak Walton Intermediate	no			28	22	78.6			
		B	James Irvine Intermediate	no			33	28	84.8			
		B	Leroy L. Doig Intermediate	no			31	23	74.2			
		B	Sarah Mcgarvin Intermediate	no			24	18	75			
		B	Alamitos Intermediate	no			34	24	70.6			
		C	Lincoln High Continuation	no			0	0	0			
		C	Hilton D. Bell Intermediate	no			29	19	65.5			
		C	Dr. Walter C. Ralston Intermediate	no			23	16	69.6			
		C	Marie L. Hare High	no			16	9	56.3			
		C2	Jordan Secondary Learning Center	no			6	0	0			
		C2	Mark Twain Special Center	no			10	0	0			
	Huntington Beach Union High											
		A	Huntington Beach High	no			441	405	91.8			
		A	Marina High	no			443	394	88.9			
		B	Valley Vista High (Continuation)	no			201	146	72.6			
		B	Coast High	no			58	43	74.1			
		C	Hbuhsd Community Day	no			33	13	39.4			
	Irvine Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	South Lake Middle	no			82	77	93.9			
		C2	Alternative Education-San Joaquin	no			11	3	27.3			
	La Habra City Elementary											
		A	El Cerrito Elementary	no			28	27	96.4			
		A	Imperial Middle	no			132	114	86.4			
		A	Washington Middle	no			132	114	86.4			
	Magnolia Elementary											
		B	Jonas E. Salk Elementary	no			42	33	78.6			
	Newport-Mesa Unified											
		A	Sonora Elementary	no			24	22	91.7			
	Ocean View											
		A	Marine View Middle	no			34	33	97.1			
	Placentia-Yorba Linda Unified											
		A	Morse Avenue Elementary	no			25	24	96			
	Santa Ana Unified											
	August-06	A	John F. Kennedy Elementary	no			37/36	34/36	91.9/100			
		A	Orange County High School Of The Arts	yes			203	186	91.6			
	August-06	A	Thomas A. Edison Elementary	no			34/31	30/30	88.2/97			
	August-06	A	Fremont Elementary	no			40/43	35/42	87.5/98			
	August-06	A	Theodore Roosevelt Elementary	no			32/32	28/32	87.5/100			
	August-06	A	Wilson Elementary	no			38/36	34/36	89.5/100			
	August-06	A	Lydia Romero-Cruz Elementary	no			17/12	16/12	94.1/100			
		B	Sierra Intermediate	no			126	99	78.6			
		C	Nova Academy	yes			8	5	62.5			
		C	Albor Charter	yes			62	41	66.1			
		C2	Orange County Educational Arts Academy	yes			0	0	0			
		C2	Segerstrom High	no			0	0	0			

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	August-06	C2	Manuel Esqueda Elementary	no			0/22	0/22	0/100			
	Tustin Unified											
		A	Columbus Tustin	no			122	112	91.8			
		A	Guin Foss Elementary	no			23	22	95.7			
		B	Hillview High (Continuation)	no			41	32	78			
Placer												
	Eureka Union											
		A	Willma Cavitt Junior High	no			113	103	91.2			
		A	Ridgeview Elementary	no			26	23	88.5			
	Placer County Office Of Education											
		C	Placer County Community Schools	no			5	1	20			
	Roseville Joint Union High											
		A	Oakmont High	no			108	98	90.7			
		A	Roseville High	no			179	174	97.2			
		C2	Independence High (Alternative)	no			179	57	31.8			
	Tahoe-Truckee Joint Unified											
		A	Tahoe Lake Elementary	no			14	12	85.7			
		A	Truckee Elementary	no			34	32	94.1			
		A	Kings Beach Elementary	no			19	17	89.5			
		C	Cold Stream Alternative	no			28	8	28.6			
		C2	Sierra High (Continuation)	no			15	10	66.7			
Plumas												
	Plumas County Office Of Education											
		B	Portola Opportunity	no			4	3	75			

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		C2	Plumas County Opportunity	no			1	0	0			
	Plumas Unified											
		A	Quincy Junior-Senior High	no			72	64	88.9			
		A	Greenville Elementary	no			10	9	90			
		A	Pioneer/Quincy Elementary	no			38	36	94.7			
		A	C. Roy Carmichael Elementary	no			28	27	96.4			
		B	Chester Junior-Senior High	no			80	62	77.5			
		B	Chester Elementary	no			15	12	80			
		C	Greenville Junior-Senior High	no			53	36	67.9			
Riverside												
	Alvord Unified											
		A	La Sierra High	no			438	412	94.1			
		A	Norte Vista High	no			351	336	95.7			
		A	Loma Vista Intermediate	no			153	142	92.8			
		B	Ysmael Villegas Middle	no			189	153	81			
	Banning Unified											
		A	Central Elementary	no			31	28	90.3			
		B	Cabazon Elementary	no			13	10	76.9			
		C	Banning Independent Study	no			4	1	25			
		C2	New Horizon High	no			25	15	60			
	Beaumont Unified											
		A	Three Rings Ranch Elementary	no			35	30	85.7			
		A	Andy And Toni Chavez Elementary	no			16	15	93.8			
		A	Palm Elementary	no			27	24	88.9			
		A	Beaumont Senior High	no			47	43	91.5			
		A	Sundance Elementary	no			29	25	86.2			
		B	Mountain View Middle	no			29	22	75.9			

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		C	Laura May Stewart Performance	no			3	1	33.3			
		C2	San Andreas High	no			6	4	66.7			
	Coachella Valley Joint Unified											
		A	John Kelley Elementary	no			28	25	89.3			
		A	Valley View Elementary	no			37	32	86.5			
		A	Sea View Elementary	no			15	13	86.7			
		A	Mountain Vista Elementary	no			48	42	87.5			
		B	Oasis Elementary	no			30	23	76.7			
		B	Coachella Valley High	no			372	278	74.7			
		B	Westside Elementary	no			27	19	70.4			
		C	Cahuilla Desert Academy Junior High	no			256	142	55.5			
		C	Saul Martinez Elementary	no			43	30	69.8			
		C	Las Palmitas Elementary	no			37	24	64.9			
		C	La Familia Continuation High	no			34	20	58.8			
		C	Toro Canyon Middle	no			161	92	57.1			
		C	Desert Mirage High	no			116	81	69.8			
		C2	West Shores High	no			64	44	68.8			
		C2	Center	no			22	15	68.2			
	Corona-Norco Unified											
		C	Victress Bower School For Exceptional Studies	no		No NCLB Academic Classes						
		C2	Norco Vista High	no			8	4	50			
	August-06	C2	Centennial Vista High	no			2/7	0/7	0/100			
	Desert Center Unified											
		C	Eagle Mountain Elementary	no			3	2	66.7			
	Hemet Unified											
		B	Winchester Elementary	no			23	17	73.9			
		C	Helen Hunt Jackson Alternative High	no			75	15	20			
		C2	Hemet Educational Learning Center	no			30	15	50			

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		C2	Alessandro High	no			46	10	21.7			
		C2	Ramona Elementary	no			37	24	64.9			
		C2	Jacob Wiens Elementary	no			37	15	40.5			
		C2	Dartmouth Middle	no			160	81	50.6			
		C2	Valle Vista Elementary	no			37	21	56.8			
		C2	Acacia Middle	no			123	74	60.2			
		C2	Diamond Valley Middle	no			230	119	51.7			
		C2	Hamilton	no			34	23	67.6			
		C2	Hamilton High	no			97	42	43.3			
		C2	Hemet Senior High	no			384	209	54.4			
		C2	Santa Fe Middle	no			152	48	31.6			
	Moreno Valley Unified											
		C	Moreno Valley Community Learning Center	no			20	12	60			
		C	Arnold Heights	no			33	5	15.2			
	Palm Springs Unified											
		A	Cathedral City High	no			369	327	88.6			
	Palo Verde Unified											
		A	Palo Verde High	no			143	133	93			
		B	Blythe Middle	no			117	82	70.1			
RELEASED	*Perris Elementary*											
	August-06	C	Nan Sanders Elementary	no			40/41	26/41	65/100			
	August-06	C	Park Avenue Elementary	no			29/27	20/27	69/100			
	August-06	C	Perris Elementary	no			42/38	23/37	54.8/97			
	August-06	C	Palms Elementary	no			41/35	28/35	68.3/100			
	August-06	C	Good Hope Elementary	no			35/41	23/41	65.7/100			
	Perris Union High											
		A	Perris Lake High (Continuation)	no			73	68	93.2			
		A	Perris High	no			418	374	89.5			

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		A	Paloma Valley High	no			488	455	93.2			
		C2	California Military Institute	no			35	24	68.6			
	Riverside County Office Of Education											
		C	Riverside County Juvenile Court	no			25	14	56			
		C	Riverside County Alternative/Opportunity	no			14	6	42.9			
		C	Riverside County Community	no			37	20	54.1			
		C	Riverside County Special Education	no			152	96	63.2			
	Riverside Unified											
		A	Ramona High	no			335	330	98.5			
		A	Monroe Elementary	no			31	29	93.5			
		A	John W. North High	no			435	405	93.1			
		A	Longfellow Elementary	no			36	33	91.7			
		A	Victoria Elementary	no			29	26	89.7			
		A	Benjamin Franklin Elementary	no			51	46	90.2			
		A	Martin Luther King Jr. High	no			462	442	95.7			
		B	Pachappa Elementary	no			33	28	84.8			
		B	Lake Mathews Elementary	no			26	21	80.8			
		C	Alcott Elementary	no			39	27	69.2			
		C2	Adams Elementary	no			29	20	69			
	San Jacinto Unified											
		B	North Mountain Middle	no			124	101	81.5			
		C	Monte Vista Middle	no			99	65	65.7			
	Val Verde Unified											
	August-06	A	Sierra Vista Elementary	no			3/37	37/37	97.4/100			
		A	Rancho Verde High	no			474	441	93			
		A	Val Verde High	no			75	70	93.3			
		C2	Citrus Hill High	no			0	0	0			
	August-06	C2	Lasselle Elementary	no			0/25	0/25	0/100			
		C2	Academy	no			0	0	0			
	August-06	C2	Avalon Elementary	no			0/28	0/28	0/100			

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Sacramento												
	Center Joint Elementary											
		A	Center Joint Junior High	no			184	159	86.4			
	Center Joint Unified											
		A	Center High	no			252	221	87.7			
		B	Mcclellan High (Continuation)	no			21	15	71.4			
		C	Antelope View Charter	no			120	28	23.3			
		C	Global Youth Charter High	no			4	1	25			
	Elk Grove Unified											
		A	Florin High	no			346	303	87.6			
		A	Laguna Creek High	no			189	172	91			
		A	Elk Grove High	no			400	378	94.5			
		A	T. R. Smedberg Middle	no			186	162	87.1			
		B	Jessie Baker	no			13	10	76.9			
		B	Sierra-Enterprise Elementary	no			28	23	82.1			
		B	James Rutter Middle	no			233	193	82.8			
		B	Harriet G. Eddy Middle	no			116	89	76.7			
		C	Capital Community Day	no			2	0	0			
		C	Samuel Jackman Middle	no			227	154	67.8			
		C	Daylor (William) High (Continuation)	no			19	10	52.6			
		C	Rio Cazadero High (Continuation)	no			12	4	33.3			
		C	Transition High (Continuation)	no			13	9	69.2			
		C	Elk Grove Charter	no			23	8	34.8			
		C2	Edward Harris, Jr. Middle	no			123	75	61			
	Folsom-Cordova Unified											
		C	Walnutwood High (Alternative)	no			6	4	66.7			
		C2	Kitty Hawk	no			2	0	0			
		C2	Reymouth Special Education Center	no			0	0	0			

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	Natomas Unified											
		A	Leroy F. Greene Middle	no			167	153	91.6			
		A	Discovery High	no			36	35	97.2			
		C	Natomas High	no			218	137	62.8			
		C2	Witter Ranch Elementary	no			373	29	7.8			
	River Delta Joint Unified											
		C	Walnut Grove Elementary	no			0	0	0			
	Sacramento City Unified											
		B	Clayton B. Wire Elementary	no			28	22	78.6			
		C	California Middle	no			140	16	11.4			
		C	Will C. Wood Middle	no			164	20	12.2			
		C	Lisbon Elementary	no			21	12	57.1			
		C	Sutter Middle	no			200	25	12.5			
		C	Kit Carson Middle	no			140	18	12.9			
	August-06	C	Success Academy	no			3/3	1/3	33.3/100			
		C	Sam Brannan Middle	no			162	27	16.7			
		C	John H. Still Elementary	no			66	25	37.9			
		C	Charles M. Goethe Middle	no			177	9	5.1			
	August-06	C	Freeport Elementary	no			19/19	9/19	47.4/100			
		C	C. K. Mcclatchy High	no			531	69	13			
		C	Hiram W. Johnson High	no			370	46	12.4			
		C	Luther Burbank High	no			497	305	61.4			
		C	West Campus	no			130	38	29.2			
	August-06	C	Rosemont High	no			186	31	16.7/100			
		C	Genesis High	no			52	6	11.5			
	August-06	C	Met Sacramento Charter High	no					100			
		C	America's Choice	no			32	5	15.6			
		C	Fern Bacon Middle	no			182	17	9.3			
		C2	American Legion High (Continuation)	no			130	9	6.9			
		C2	Sacramento Charter High	yes			265	146	55.1			
	August-06	C2	Capital City	no			57	13	5			
		C2	John F. Kennedy High	no			500	78	15.6			
		C2	The Language Academy Of Sacramento	yes			12	8	66.7			
		C2	Capitol Heights Academy	yes			5	2	40			

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		C2	Martin Luther King Jr. Elementary	no			24	15	62.5			
		C2	Albert Einstein Middle	no			151	23	15.2			
	San Juan Unified											
		C	Ralph Richardson Center	no			13	7	53.8			
		C	Salk (Jonas) Middle (Alternative)	no			130	73	56.2			
		C	El Sereno Alternative Education	no			15	5	33.3			
		C	Sierra Nueva High (Continuation)	no			7	4	57.1			
		C	La Vista Center	no			9	1	11.1			
		C2	Choices Charter	no			53	30	56.6			
San Benito												
	San Benito County Office Of Education											
		C	San Benito County Alternative/Opportunity	no			6	4	66.7			
	San Benito High											
		A	San Benito High	no			454	411	90.5			
		C	San Andreas Continuation High	no			32	19	59.4			
	Tres Pinos Union Elementary											
		B	Tres Pinos Elementary	no			6	5	83.3			
San Bernardino												
	Apple Valley Unified											
		A	Vista Campana Middle	no			186	179	96.2			
		A	Apple Valley High	no			319	303	95			
	Baker Valley Unified											
		A	Baker Elementary	no			7	6	85.7			
	Bear Valley Unified											
		A	Big Bear High	no			159	144	90.6			

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	Colton Joint Unified											
		A	Jurupa Vista Elementary	no			32	30	93.8			
		A	Michael D'arcy Elementary	no			28	27	96.4			
		A	Paul Rogers Elementary	no			35	31	88.6			
		A	Terrace Hills Middle	no			208	188	90.4			
		A	Reche Canyon Elementary	no			31	29	93.5			
		B	Ruth O. Harris Middle	no			167	129	77.2			
		B	Abraham Lincoln Elementary	no			37	31	83.8			
		C	Alternative	no			88	13	14.8			
RELEASED	*Etiwanda Elementary*											
	August-06	A	Etiwanda Intermediate	no			36/90	33/90	91.7/100			
	Hesperia Unified											
		C	Summit Leadership Academy-High Desert	no			17	9	52.9			
		C2	Crosswalk: Hesperia Experiential Learning Pat	yes			0	0	0			
	Lucerne Valley Unified											
		C	Lucerne Valley Community Day	no			1	0	0			
		C	Lucerne Valley High	no			57	29	50.9			
		C	Mountain View High	no			2	0	0			
		C2	Lucerne Valley Middle	no			40	23	57.5			
		C2	Lucerne Valley Elementary	no			25	15	60			
	Morongo Unified											
		A	Yucca Valley High	no			370	331	89.5			
		A	Twentynine Palms High	no			229	221	96.5			
	Rim Of The World Unified											
		A	Rim Of The World Senior High	no			234	227	97			
	San Bernardino City Unified											
		A	Arroyo Valley High	no			564	498	88.3			
		A	San Bernardino High	no			492	438	89			
		A	Cajon High	no			564	516	91.5			

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		B	Pacific High	no			480	384	80			
		B	San Gorgonio High	no			576	480	83.3			
		B	Del Vallejo Middle	no			324	252	77.8			
		B	Curtis Middle	no			240	186	77.5			
		B	Shandin Hills Middle	no			312	252	80.8			
		C	Anderson	no			11	5	45.5			
		C	Yvonne Harmon	no			2	1	50			
		C	Carmack	no			9	5	55.6			
		C2	YWCA Academy	no			3	2	66.7			
		C2	Star At Anderson Community Day	no			3	2	66.7			
	San Bernardino County Office Of Education											
		C	School/Independent Alternative Educ	no			8	3	37.5			
		C	Desert Mountain Community Day	no			9	6	66.7			
		C	East Valley Community Day	no			18	4	22.2			
		C	West End Community Day	no			18	6	33.3			
		C2	San Bernardino County Special Education	no			55	37	67.3			
	Silver Valley Unified											
		B	Yermo Elementary	no			20	14	70			
		C2	Congressman Jerry Lewis Elementary	no			43	30	69.8			
	Yucaipa-Calimesa Joint Unified											
	August-06	A	Ridgeview Elementary	no			33/33	32/33	97/100			
	August-06	A	Valley Elementary	no			28/31	27/31	96.4/100			
		C	Community Day	no			25	15	60			
San Diego												
RELEASED	*Bonsall Union Elementary*											
		A	Bonsall Charter Academy For Learning	no			Closed					
	Carlsbad Unified											
		A	Aviara Oaks Elementary	no			39	37	94.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Carlsbad Seaside Academy	no			36	24	66.7			
	Chula Vista Elementary											
		A	Hilltop Drive Elementary	no			26	24	92.3			
		A	Heritage Elementary	no			43	41	95.3			
		A	Thurgood Marshall Elementary	no			34	32	94.1			
		A	Olympic View Elementary	no			41	39	95.1			
		A	Juarez-Lincoln Accelerated	no			29	27	93.1			
		A	Parkview Elementary	no			25	22	88			
		A	Vista Square Elementary	no			33	30	90.9			
		A	Valle Lindo Elementary	no			27	25	92.6			
		A	Myrtle S. Finney Elementary	no			27	26	96.3			
		A	J. Calvin Lauderbach Elementary	no			39	37	94.9			
		A	Harborside Elementary	no			32	31	96.9			
		A	Fred H. Rohr Elementary	no			21	20	95.2			
		A	Castle Park Elementary	no			26	25	96.2			
		A	Anne And William Hedenkamp Elementary	no			48	43	89.6			
		A	Lilian J. Rice Elementary	no			35	33	94.3			
		A	Silver Wing Elementary	no			22	21	95.5			
		C2	Veterans Elementary	no			0	0	0			
RELEASED	*Del Mar Union Elementary*											
	August-06	A	Del Mar Heights Elementary	no			24/24	23/24	95.8/100			
	August-06	A	Ashley Falls Elementary	no			32/36	30/26	93.8/100			
	August-06	A	Del Mar Hills Elementary	no			22/21	21/21	95.5/100			
	August-06	A	Torrey Hills	no			40/40	39/40	97.5/100			
	August-06	B	Sage Canyon	no			38/38	32/37	84.2/97			
	Escondido Union Elementary											
		A	Hidden Valley Middle	no			271	250	92.3			
		A	Pioneer Elementary	no			44	43	97.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Rincon Middle	no			360	329	91.4			
		A	Rock Springs	no			38	35	92.1			
		A	Rose Elementary	no			43	42	97.7			
		A	Oak Hill Elementary	no			59	52	88.1			
		A	Central Elementary	no			44	43	97.7			
		A	Lincoln	no			42	37	88.1			
		B	North Broadway Elementary	no			42	34	81			
		C2	Nicolaysen Center (Special Education)	no			4	1	25			
	Fallbrook Union High											
		B	Fallbrook High	no			483	347	71.8			
		C	Ivy High (Continuation)	no			20	13	65			
	Grossmont Union High											
		C	Phoenix High	no			66	11	16.7			
		C	Gateway West Community Day	no			30	1	3.3			
		C	Chaparral High	no			85	55	64.7			
		C	Gateway Community Day	no			11	1	9.1			
		C2	Grossmont Union High Special Education Progra	no			65	0	0			
	Jamul-Dulzura Union Elementary											
		A	Jamul Intermediate	no			9	8	88.9			
	Julian Union High											
		C	Summit High Community Day	no			6	0	0			
		C	Eagles Peak Charter	yes			0	0	0			
	Lakeside Union Elementary											
		A	Tierra Del Sol Middle	no			128	122	95.3			
	Mountain Empire Unified											
		B	Mountain Empire High	no			93	78	83.9			
		B	Mountain Empire Junior High	no			56	45	80.4			
		C	Mountain Meadow High	no			60	19	31.7			
		C	Hillside Junior/Senior High	no			5	0	0			
		C	Cottonwood Community Day	no			26	6	23.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Campo High (Continuation)	no			9	0	0			
	National Elementary											
		A	Integrity Charter	yes			7	6	85.7			
	Poway Unified											
		A	Valley Elementary	no			42	40	95.2			
		A	Pomerado Elementary	no			28	27	96.4			
		C	Abraxas Continuation High	no			33	22	66.7			
	San Diego County Office Of Education											
		C	South Region Community Day Schools	no			4	0	0			
		C2	Metro Region Community Day Schools	no			8	5	62.5			
		C2	Discovery Valley	no			0	0	0			
		C2	San Diego County Juvenile Court	no			148	96	64.9			
		C2	North Region Community Day Schools	no			1	0	0			
		C2	San Diego County Special Education	no			0	0	0			
	San Diego Unified											
		A	Point Loma Senior High	no			1013	879	86.8			
		A	Mira Mesa Senior High	no			973	873	89.7			
		A	University City High	no			973	868	89.2			
		A	La Jolla Senior High	no			587	540	92			
		A	Hoover Senior High	no			1611	1480	91.9			
		B	Rowan Elementary	no			17	14	82.4			
		B	Garfield Elementary	no			25	18	72			
		B	Longfellow Elementary	no			59	43	72.9			
		B	Correia Middle	no			321	255	79.4			
		B	Marston Middle	no			421	307	72.9			
		B	Muirlands Middle	no			367	275	74.9			
		B	Pacific Beach Middle	no			272	191	70.2			
		B	Wangenheim Middle	no			308	244	79.2			
		B	Florence Elementary	no			14	10	71.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	San Diego Cooperative Charter	yes			18	14	77.8			
		B	Lafayette Elementary	no			23	17	73.9			
		B	Monroe Clark Middle	no			602	468	77.7			
		B	Gompers Secondary	no			475	388	81.7			
		B	Perkins Elementary	no			31	23	74.2			
		B	Kipp Adelante Preparatory Academy	yes			14	11	78.6			
		B	San Diego School Of Creative And Performing A	no			737	613	83.2			
		B	Alternative Learning For Behavior And Attitud	no			47	38	80.9			
		B	Clairemont Senior High	no			822	673	81.9			
		B	Creative, Performing, And Media Arts	no			179	129	72.1			
		B	Mission Bay Senior High	no			932	779	83.6			
		B	Madison Senior High	no			835	686	82.2			
		B	Garfield High	no			281	218	77.6			
		C	Trace	no			125	40	32			
		C	Farb Middle	no			272	174	64			
		C	Balboa Elementary	no			42	26	61.9			
		C	Barnard Elementary	no			8	5	62.5			
		C	Baker Elementary	no			27	12	44.4			
		C	Wilson Middle	no			343	165	48.1			
		C	Pershing Middle	no			383	258	67.4			
		C	Whittier/Del Sol Academy	no			9	1	11.1			
		C	Montgomery Middle	no			396	267	67.4			
		C	High Tech Middle	yes			22	15	68.2			
		C	Mann School Of Expedition	no			176	92	52.3			
		C	Kroc Middle	no			262	162	61.8			
		C	Dana Middle	no			307	206	67.1			
		C	Emerson/Bandini Elementary	no			43	26	60.5			
		C	Webster Elementary	no			26	16	61.5			
		C	New Dawn	no			6	3	50			
		C	Language Academy	no			74	51	68.9			
		C	High Tech High	yes			35	20	57.1			
		C	Carson Elementary	no			33	21	63.6			
		C2	Alcott Elementary	no			16	10	62.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Mann School Of Expression	no			133	80	60.2			
		C2	Scitech High	no			290	200	69			
		C2	Walter J. Porter Elementary	no			34	23	67.6			
		C2	Roosevelt Middle	no			369	230	62.3			
		C2	Johnson Elementary	no			176	92	52.3			
		C2	Audubon Elementary	no			27	12	44.4			
		C2	Audeo Charter	yes			7	2	28.6			
		C2	Mann School Of Exploration	no			130	66	50.8			
		C2	High Tech Middle Media Arts Charter	yes			20	11	55			
		C2	High Tech Media Arts	yes			13	9	69.2			
		C2	King/Chavez Athletics Academy Charter	yes			0	0	0			
		C2	Jola Community	yes			0	0	0			
		C2	High Tech International	yes			18	8	44.4			
		C2	Promise Charter	yes			6	2	33.3			
		C2	King/Chavez Charter	yes			12	4	33.3			
		C2	Charter School Of San Diego	yes			37	20	54.1			
		C2	Gompers Charter Middle	yes			51	21	41.2			
		C2	Bayshore Prep Charter	yes			0	0	0			
	San Marcos Unified											
		A	San Marcos High	no			250	246	98.4			
		A	San Marcos Middle	no			249	237	95.2			
RELEASED	*Solana Beach Elementary*											
	August-06	A	Carmel Creek Elementary	no			26/27	23/28	88.5/100			
	South Bay Union Elementary											
		C	Nestor Elementary	no			45	0	0			
		C	Oneonta Elementary	no			32	0	0			
		C	West View Elementary	no			20	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Godfrey G. Berry Elementary	no			31	0	0			
		C	George Nicoloff Elementary	no			48	0	0			
		C	Teofilo Mendoza	no			57	0	0			
		C	Imperial Beach Elementary	no			32	0	0			
		C	Central Elementary	no			32	0	0			
		C	Emory Elementary	no			36	0	0			
		C2	Howard Pence Elementary	no			36	0	0			
		C2	Sunnyslope Elementary	no			34	0	0			
		C2	Bayside Elementary	no			24	0	0			
	Sweetwater Union High											
		C	Alta Vista Academy	no			0	0	0			
		C	Fifth Avenue Academy	no			0	0	0			
		C2	Sweetwater Community Day	no			0	0	0			
		C2	Maac Community Charter	no			24	12	50			
		C2	Options Secondary	no			47	23	48.9			
	Vista Unified											
		A	Lincoln Middle	no			249	227	91.2			
		B	Madison Middle	no			265	194	73.2			
		B	Roosevelt Middle	no			245	204	83.3			
		B	Washington Middle	no			268	220	82.1			
		B	Vista High	no			664	475	71.5			
		B	Rancho Buena Vista High	no			582	465	79.9			
		C	Palomar High	no			0	0	0			
		C	Alta Vista High (Continuation)	no			113	78	69			
		C	Vista Focus Academy	no			44	21	47.7			
		C2	Guajome Park Academy Charter	yes			0	0	0			
		C2	California Avenue Elementary	no			0	0	0			
		C2	Sierra Vista High	no			79	8	10.1			
	Warner Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Warner Junior/Senior High	no			34	24	70.6			
San Francisco												
	San Francisco County Office Of Education											
		C	San Francisco County Alternative/Opportunity	no			0	0	0			
		C	San Francisco County Community	no			0	0	0			
		C2	San Francisco County Special Education	no			0	0	0			
	San Francisco Unified											
		B	Thurgood Marshall Academic High	no			176	137	77.8			
		B	Rosa Parks Elementary	no			14	10	71.4			
		B	George Washington High	no			464	372	80.2			
		B	John A. O'connell High	no			202	151	74.8			
		B	Abraham Lincoln High	no			467	389	83.3			
		B	Galileo High	no			397	327	82.4			
		B	Rooftop Elementary	no			67	48	71.6			
		B	Balboa High	no			191	149	78			
		C	Horace Mann Middle	no			136	53	39			
		C	Francisco Middle	no			96	29	30.2			
		C	James Lick Middle	no			152	59	38.8			
		C	Marina Middle	no			175	65	37.1			
		C	Presidio Middle	no			182	113	62.1			
		C	Aptos Middle	no			146	74	50.7			
		C	Visitacion Valley Middle	no			84	38	45.2			
		C	Roosevelt Middle	no			106	67	63.2			
		C	Martin Luther King Jr. Academic Middle	no			156	96	61.5			
		C	Luther Burbank Middle	no			83	46	55.4			
		C	James Denman Middle	no			168	115	68.5			
		C	Herbert Hoover Middle	no			222	145	65.3			
		C	Enola D. Maxwell School Of Arts	no			50	32	64			
		C	Everett Middle	no			130	77	59.2			
		C	Downtown High (Continuation)	no			74	26	35.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Aim High Academy	no			37	16	43.2			
		C	A. P. Giannini Middle	no			199	134	67.3			
		C	Claire B. Lilienthal Elementary	no			50	29	58			
		C	Newcomer High	no			79	44	55.7			
		C	Independence High (Alternative)	no			115	5	4.3			
		C	School Of The Arts	no			170	110	64.7			
		C	Life Learning Academy Charter #140	no			0	0	0			
		C	Brown, Jr. (Willie L.) College Preparatory Ac	no			22	8	36.4			
		C	Garfield Elementary	no			12	8	66.7			
		C	George Peabody Elementary	no			10	5	50			
		C	Wells (Ida B.) High (Continuation/Alternative	no			119	71	59.7			
		C	Lawton Elementary	no			48	32	66.7			
		C	Monroe Elementary	no			25	11	44			
		C	Paul Revere Elementary	no			25	11	44			
		C	Francis Scott Key Elementary	no			26	17	65.4			
		C2	Treasure Island Elementary	no			0	0	0			
		C2	June Jordan School For Equity	no			82	30	36.6			
		C2	New Traditions Elementary	no			9	6	66.7			
	SBE - Edison Charter Academy											
		A	Edison Charter Academy	yes			23	22	95.7			
San Joaquin												
	Lammersville Elementary											
		C	Lammersville Charter	no			1	0	0			
	Lincoln Unified											
		A	Brookside	no			60	51	85			
		A	Tully C. Knoles	no			50	46	92			
		B	Village Oaks Elementary	no			24	20	83.3			
		B	Mable Barron	no			59	42	71.2			
		B	Claudia Landeen	no			54	44	81.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Lincoln High	no			479	308	64.3			
		C	John R. Williams	no			47	32	68.1			
		C	Sierra Middle	no			102	49	48			
		C	Larsson (Sture) High (Continuation)	no			21	7	33.3			
	Linden Unified											
		A	Waverly Elementary	no			24	22	91.7			
	Lodi Unified											
		A	Lodi High	no			390	378	96.9			
		B	Liberty High	no			35	25	71.4			
		C	Independence	no			99	45	45.5			
		C2	Christa Mcauliffe Middle	no			161	109	67.7			
		C2	University Public	yes			16	6	37.5			
		C2	River Oaks Charter	yes			17	7	41.2			
		C2	Plaza Robles Continuation High	no			45	31	68.9			
		C2	Benjamin Holt College Preparatory Academy	yes			18	6	33.3			
RELEASED	*Manteca Unified*											
	August-06	A	Sierra High	no			403/403	375/400	93.1/97			
	August-06	B	East Union High	no			232/232	195/323	84.1/100			
	August-06	B	Manteca High	no			273/273	210/268	76.9/98			
	August-06	B	Sequoia Elementary	no			92/92	68/92	73.9/100			
	August-06	C	Weston Ranch High	no			246/246	151/240	61.4/97			
	Tentatively Released	C	Manteca Community Day (7-12)	no			30/33	14/31	46.7/94			
	August-06	C	George Mcparland Elementary	no			94/94	57/92	60.6/97			
	August-06	C	Great Valley Elementary	no			112/112	78/106	69.6/95			
	August-06	C	George Y. Komure Elementary	no			107/107	72/102	67.3/95			
	New Jerusalem Elementary											
		B	Delta Charter High	no			8	6	75			
		C	New Jerusalem Charter	no			9	6	66.7			
	Stockton City Unified											
		A	Woodrow Wilson Elementary	no			19	17	89.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Golden Valley Secondary Community Day	no			40	0	0			
		C	James L. Urbani Language Development Institut	no			11	7	63.6			
		C2	Webster Middle	no			250	155	62			
		C2	William Harrison Elementary	no			35	24	68.6			
		C2	Institute Of Business, Management, And Law Ch	no			45	25	55.6			
		C2	Weber Institute For Applied Sciences And Tech	no			105	45	42.9			
		C2	Fremont Middle	no			260	150	57.7			
		C2	Mckinley Elementary	no			399	30	7.5			
		C2	Walton Development Center	no			0	0	0			
		C2	Golden Valley Elementary Community Day	no			2	1	50			
		C2	Dolores Huerta Elementary	no			22	14	63.6			
		C2	Cesar Chavez High	no			230	150	65.2			
		C2	Van Buren Elementary	no			22	15	68.2			
		C2	Hamilton Middle	no			310	170	54.8			
	Tracy Joint Unified											
		B	North Elementary	no			23	18	78.3			
		C	Duncan-Russell Continuation	no			24	3	12.5			
		C	Monte Vista Middle	no			41	20	48.8			
		C	South/West Park Elementary	no			55	34	61.8			
		C	Louis J. Villalovoz Elementary	no			38	17	44.7			
		C	Earle E. Williams Middle	no			50	25	50			
		C2	Art Freiler	no			46	20	43.5			
		C2	George Kelly Elementary	no			58	39	67.2			
		C2	Gladys Poet-Christian Elementary	no			34	23	67.6			
		C2	Excel High	no			0	0	0			
San Luis Obispo												
	Lucia Mar Unified											
		A	Arroyo Grande High	no			352	347	98.6			
		A	Judkins Middle	no			101	97	96			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Paso Robles Joint Unified											
		A	Bauer/Speck Elementary	no			22	20	90.9			
		C2	Phillips-Freedom Community Day	no			23	12	52.2			
		C2	Paso Robles Independent Study Center	no			176	99	56.3			
	Templeton Unified											
		A	Templeton Elementary	no			23	20	87			
		A	Templeton Middle	no			81	69	85.2			
		B	Templeton High	no			176	148	84.1			
		C2	Eagle Canyon High	no			14	6	42.9			
San Mateo												
	Ravenswood City Elementary											
		C	The Phoenix Academy/A Learning Institute	no			4	2	50			
		C2	Edison-Mcnair Academy	no			16	11	68.8			
		C2	Edison-Brentwood Academy	no			21	9	42.9			
		C2	East Palo Alto Charter	yes			18	8	44.4			
		C2	Stanford New School	yes			66	43	65.2			
	Redwood City Elementary											
		A	Fair Oaks Elementary	no			22	20	90.9			
		A	Hoover Elementary	no			56	50	89.3			
		B	Roy Cloud Elementary	no			47	36	76.6			
		B	Taft Elementary	no			24	20	83.3			
		C	Selby Lane Elementary	no			62	39	62.9			
		C	North Star Academy	no			46	31	67.4			
		C2	Newcomer Academy	no			6	3	50			
	San Mateo County Office Of Education											
		C	San Mateo County Juvenile Hall/Community	no			52	14	26.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	High Tech High Bayshore	yes			18	10	55.6			
	South San Francisco Unified											
		A	Alta Loma Middle	no			66	61	92.4			
		A	Parkway Heights Middle	no			38	34	89.5			
		A	South San Francisco High	no			260	233	89.6			
		A	Spruce Elementary	no			29	28	96.6			
		B	Baden High (Continuation)	no			17	13	76.5			
		B	Westborough Middle	no			58	47	81			
Santa Barbara												
	Cuyama Joint Unified											
		C	Sierra Madre High (Continuation)	no			5	0	0			
RELEASED	*Goleta Union Elementary*											
	August-06	A	Kellogg Elementary	no			21/25	19/25	90.5/100			
	August-06	A	Mountain View Elementary	no			19/22	18/22	94.7/100			
RELEASED	*Lompoc Unified*											
August-06		C	Lompoc Learning Center	no			0/4	0/4	0/100			
	Los Olivos Elementary											
		C	Olive Grove Elementary	no			24	16	66.7			
	Santa Barbara County Office Of Education											
		B	Santa Barbara County Juvenile Court	no			60	42	70			
		C	Santa Barbara County Community	no			70	36	51.4			
	Santa Barbara Elementary											
		B	Cesar Estrada Chavez Dual Language Immersion	no			10	7	70			
			Santa Barbara Charter	no			13	7	53.8			
	Santa Barbara High											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Santa Barbara Charter Middle	no			4	2	50			
		C	La Cuesta Continuation High	no			32	12	37.5			
		C	Dos Pueblos Continuation High	no			8	2	25			
		C	San Marcos Continuation High	no			8	2	25			
	Santa Maria-Bonita Elementary											
		A	Calvin C. Oakley Elementary	no			32	30	93.8			
		A	Isaac Miller Elementary	no			29	27	93.1			
		A	William Laird Adam Elementary	no			31	29	93.5			
		A	Alvin Elementary	no			28	25	89.3			
Santa Clara												
	Berryessa Union Elementary											
		B	Piedmont Middle	no			46	38	82.6			
		C	Sierramont Middle	no			30	16	53.3			
		C	Morrill Middle	no			32	22	68.8			
	Cambrian Elementary											
		A	Price Charter Middle	no			193	181	93.8			
		C	Cambrian Community	no			1	0	0			
	Campbell Union Elementary											
		B	Monroe Middle	no			162	136	84			
RELEASED	*Cupertino Union School*											
	August-06	A	Stevens Creek Elementary	no			28/28	25/28	89.3/100			
	August-06	A	William Faria Elementary	no			24/24	22/24	91.7/100			
	August-06	B	Christa Mcauliffe Elementary	no			19/21	14/22	73.7/100			
	East Side Union High											
		A	Phoenix High	no			26	23	88.5			
		C	Yerba Buena High	no			310	188	60.6			
		C	Oak Grove High	no			556	317	57			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	James Lick High	no			215	150	69.8			
		C	Andrew P. Hill High	no			395	276	69.9			
		C	Foothill High	no			65	23	35.4			
		C	Pegasus High	no			24	16	66.7			
		C	Genesis High	no			35	7	20			
		C	William C. Overfelt High	no			314	160	51			
		C	Santa Teresa High	no			481	315	65.5			
		C	Silver Creek High	no			459	290	63.2			
		C	Piedmont Hills High	no			389	255	65.6			
		C	Independence High	no			757	424	56			
		C2	Mt. Pleasant High	no			372	202	54.3			
		C2	Escuela Popular Accelerated Family Learning	yes			26	13	50			
		C2	Macsa Academia Calmecac	yes			55	0	0			
		C2	Latino College Preparatory Academy	yes			98	68	69.4			
		C2	Evergreen Valley High	no			453	282	62.3			
RELEASED	*Fremont Union High*											
	August-06	A	Cupertino High	no			250/252	245/241	98/96			
	August-06	A	Lynbrook High	no			301/330	291/321	96.7/97			
	August-06	A	Homestead High	no			315/358	304/349	96.5/97			
	Gilroy Unified											
		A	South Valley Middle	no			170	152	89.4			
		A	Brownell Middle	no			168	157	93.5			
		A	Rucker Elementary	no			25	23	92			
		A	Eliot Elementary	no			22	20	90.9			
		A	Gilroy High	no			400	381	95.3			
		A	Solorsano Middle	no			144	131	91			
		B	Luigi Aprea Elementary	no			40	33	82.5			
		B	El Roble Elementary	no			29	22	75.9			
		B	Kelley Rod Elementary	no			40	32	80			
		C2	Macsa El Portal Leadership Academy	yes			27	3	11.1			
	Los Altos Elementary											
		A	Ardis G. Egan Intermediate	no			23	20	87			
		A	Santa Rita Elementary	no			25	22	88			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Loyola Elementary	no			23	21	91.3			
		B	Georgina P. Blach Intermediate	no			19	16	84.2			
		C2	Bullis-Purissima	no			5	2	40			
	Oak Grove Elementary											
		A	Glider Elementary	no			26	23	88.5			
		B	Christopher Elementary	no			23	18	78.3			
		B	Del Roble Elementary	no			24	19	79.2			
	San Jose Unified											
		B	River Glen	no			53	38	71.7			
		B	Willow Glen Middle	no			164	120	73.2			
		B	Reed Elementary	no			25	19	76			
		B	Rachel Carson Elementary	no			22	16	72.7			
		C	Peter Burnett Middle	no			176	114	64.8			
		C	Leland Plus (Continuation)	no			16	0	0			
		C	Walter L. Bachrodt Elementar	no			22	12	54.5			
		C	Gunderson High	no			254	173	68.1			
		C	Lincoln Plus High	no			0	0	0			
		C	Willow Glen High	no			337	232	68.8			
		C	Broadway High	no			100	47	47			
		C2	San Jose High Academy Plus	no			18	3	16.7			
		C2	Gunderson Plus (Continuation)	no			13	7	53.8			
		C2	Pioneer Plus (Continuation)	no			13	3	23.1			
		C2	Liberty High (Alternative)	no			119	21	17.6			
		C2	Middle	no			26	8	30.8			
	Santa Clara County Office Of Education											
		C	Foundry County Community Day	no			4	0	0			
		C	County Community	no			20	10	50			
		C	Santa Clara County Juvenile Hall	no			28	10	35.7			
		C	Alternative Placement Academy	no			4	1	25			
		C2	Santa Clara County Special Education	no			194	26	13.4			
		C2	Leadership Public Schools - East San Jose	yes			19	8	42.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Santa Clara Unified											
		B	Adrian Wilcox High	no			305	214	70.2			
		B	Santa Clara High	no			296	214	72.3			
		C	Juan Cabrillo Middle	no			159	104	65.4			
		C	New Valley Continuation High	no			44	10	22.7			
		C2	Pomeroy Elementary	no			49	0	0			
		C2	Buchser Middle	no			189	125	66.1			
		C2	C. W. Haman Elementary	no			23	14	60.9			
	Union Elementary											
		A	Lietz Elementary	no			22	21	95.5			
		A	Alta Vista Elementary	no			22	21	95.5			
Santa Cruz												
	Pajaro Valley Unified											
		A	Watsonville High	no			391	386	98.7			
		A	Amesti Elementary	no			28	26	92.9			
		A	Aptos Junior High	no			103	94	91.3			
		A	Rolling Hills Middle	no			127	123	96.9			
		A	Lakeview Middle	no			128	118	92.2			
		A	Ann Soldo Elementary	no			29	28	96.6			
		B	Watsonville Charter School Of The Arts	no			12	10	83.3			
		B	Alianza Charter	no			25	20	80			
	Santa Cruz County Office Of Education											
		C	Pacific Collegiate Charter	yes			0	0	0			
		C2	Santa Cruz County Special Education	no			0	0	0			
RELEASED	*Scotts Valley Unified*											
	August-06	A	Scotts Valley High	no			38/167	33/162	86.8/97			
Shasta												
	Anderson Union High											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Anderson New Technology High	no			42	31	73.8			
		C2	North Valley High	no			29	16	55.2			
	Enterprise Elementary											
		A	Alta Mesa Elementary	no			16	14	87.5			
		A	Mistletoe Elementary	no			34	32	94.1			
		A	Parsons Junior High	no			70	65	92.9			
	Fall River Joint Unified											
		C	Mountain View High (Continuation)	no			9	0	0			
		C	Soldier Mountain Continuation High	no			8	3	37.5			
		C	Fall River Elementary Community Day	no			1	0	0			
		C2	Mt. Burney Special Education Center	no			0	0	0			
	Gateway Unified											
		A	Mountain Lakes High	no			26	24	92.3			
		C	Gateway Community Day	no			1	0	0			
		C	Shasta Lake Alternative	no			3	0	0			
	Redding Elementary											
		C	Stellar Charter	no			5	3	60			
	Shasta Union High											
		C	Shasta Secondary Home	no			113	70	61.9			
		C	North State Independence High	no			50	24	48			
		C2	Redding School Of The Arts	no			0	0	0			
Sierra												
	Sierra-Plumas Joint Unified											
		C	Loyalton High	no			39	0	0			
		C2	Sierra Pass (Continuation)	no			28	0	0			
Siskiyou												

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Butte Valley Unified											
		C	Mahogany Community Day High	no			7	0	0			
		C	Picard Community Day Elementary	no			4	1	25			
		C	Butte Valley High	no			25	16	64			
		C	Cascade High	no			7	0	0			
	Dunsmuir Joint Union High											
		C	Dunsmuir Joint Union High Community Day	no			0	0	0			
	Etna Union High											
		C	Scott Valley Community Day	no			1	0	0			
		C2	Scott Valley Junior High	no			20	12	60			
	Siskiyou County Office Of Education											
		C	J. Everett Barr Court	no			2	1	50			
	Siskiyou Union High											
		C	South County Community Day	no			5	1	20			
		C	Happy Camp Community Day	no			5	2	40			
	Yreka Union High											
		C	Yreka High	no			113	24	21.2			
		C2	Discovery High	no			32	4	12.5			
Solano												
	Dixon Unified											
		A	Dixon High	no			172	162	94.2			
	Travis Unified											
		A	Scandia Elementary	no			24	23	95.8			
		A	Foxboro Elementary	no			42	40	95.2			
	Vacaville Unified											
		C	Hemlock Elementary	no			26	15	57.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Orchard Elementary	no			28	19	67.9			
	Vallejo City Unified											
		A	Peoples High (Continuation)	no			48	43	89.6			
		A	Franklin Middle	no			160	142	88.8			
		A	Vallejo Middle	no			144	135	93.8			
Sonoma												
	Cotati-Rohnert Park Unified											
		C	El Camino High	no			25	9	36			
		C	Community Day	no			9	3	33.3			
		C	Phoenix High (Continuation)	no			10	3	30			
	August-06	C	Evergreen Elementary	no			18/16	10/16	55.6/100			
		C2	Rancho Cotate High	no			327	195	59.6			
		C2	Creekside Middle	no			144	99	68.8			
	August-06	C2	Gold Ridge Elementary	no			18/16	12/18	66.7/100			
RELEASED	*Harmony Union Elementary*											
	August-06	C	Salmon Creek Middle	no			6/23	3/26	50/100			
	August-06	C2	Harmony Elementary	no			7/6	4/6	57.1/100			
	Healdsburg Unified											
		C	Marce Becerra Academy	no			0	0	0			
RELEASED	*Petaluma City Elementary*											
	August-06	B	Penngrove Elementary	no			17/16	14/16	82.4/100			
RELEASED	*Petaluma Joint Union High*											
	August-06	A	Petaluma Junior High	no			117/118	110/118	94/100			
	Santa Rosa High											
		B	Lawrence Cook Middle	no			110	83	75.5			
		C	Mesa High	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Grace High	no			17	0	0			
		C	Midrose High	no			15	6	40			
		C	Nueva Vista High	no			13	7	53.8			
		C2	Maria Carrillo High	no			348	222	63.8			
		C2	Charter	no			3	2	66.7			
		C2	Montgomery High	no			393	220	56			
		C2	Piner High	no			274	172	62.8			
RELEASED	*Sebastopol Union Elementary*		Ridgway High (Continuation)	no			75	49	65.3			
	August-06	B	Brook Haven Elementary	no			73/73	62/73	84.9/100			
Stanislaus												
	Ceres Unified											
		B	Argus High (Continuation)	no			52	38	73.1			
	August-06	B	Carroll Fowler Elementary	no			34/29	24/28	70.6/96			
		C	Endeavor Alternative	no			5	1	20			
		C2	Central Valley High	no			157	105	66.9			
	August-06	C2	Walter White Elementary	no			37/31	23/30	7			
		C2	Whitmore Charter High	no			19	10	52.6			
	Chatom Union Elementary											
		A	Chatom Elementary	no			24	23	95.8			
		B	Mountain View Middle	no			12	9	75			
	Keyes Union											
		A	Barbara Spratling Middle	no			36	35	97.2			
		C2	University Charter	yes			10	3	30			
	Modesto City High											
		C	Robert Elliott Alternative Education Center	no			232	134	57.8			
	Newman-Crows Landing Unified											
		C	Newman-Crows Landing Independent Study	no			13	0	0			
		C	Foothill Community Day	no			6	3	50			
	Oakdale Joint Unified											

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		C	Oakdale Charter	no			0	0	0			
		C	Valley Oak High (Alternative)	no			0	0	0			
	Stanislaus County Office of Education											
	August-06	C	Archway Academy	no			0/8	0/8	0/100			
		C	Vocational Edcuation Academy	no			0/22	0/19	0/86			
	August-06	C	Community Middle College	no			Closed					
	Stanislaus Union Elementary											
		A	Josephine Chrysler Elementary	no			26	25	96.2			
	Turlock Unified											
	August-06	A	Osborn Elementary	no			44/44	43/44	97.7/100			
		A	Marvin A. Dutcher Elementary	no			19	17	89.5			
	August-06	A	Dennis G. Earl Elementary	no			39/39	38/39	97.4/100			
		A	John H. Pitman High	no			330	301	91.2			
	August-06	A	Crowell Elementary	no			35/47	32/47	91.4/100			
	August-06	A	Julien Elementary	no			41/41	40/41	97.6/100			
Sutter												
	East Nicolaus Joint Union High											
		A	East Nicolaus High	no			49	47	95.9			
	Sutter County Office Of Education											
		C	Sutter County Alternative/Opportunity	no			11	4	36.4			
	Sutter Union High											
		A	Sutter High	no			116	101	87.1			
RELEASED	*Yuba City Unified*											
	August-06	A	Lincrest Elementary	no			43/39	42/39	97.7/100			
		A	Yuba City Unified Alternative	no			8	7	87.5			
		A	Yuba City High	no			387	349	90.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Bridge Street Elementary	no			28	25	89.3			
		A	Central Gaither Elementary	no			10	9	90			
	August-06	A	Lincoln Elementary	no			39/36	37/36	94.9/100			
		B	Tierra Buena Elementary	no			55	44	80			
Tehama												
RELEASED	*Corning Union High*											
	August-06	B	Centennial Continuation High	no			6/21	5/21	83.3/100			
	August-06	B	Corning-Center Alternative Learning	no			4/8	3/8	75/100			
RELEASED	*Los Molinos Unified*											
	August-06	A	Los Molinos High	no			20/33	17/33	85/100			
RELEASED	*Mineral Elementary*											
	August-06	B	Escholar Academy	no		On-line classes only						
RELEASED	*Red Bluff Joint Union High*											
	August-06	C	Rebound	no			15/5	2/5	13.3/100			
	August-06	C	Salisbury High (Continuation)	no			20/20	10/20	50/100			
Trinity												
	Mountain Valley Unified											
		A	Hayfork Valley Elementary	no			12	11	91.7			
		B	Hayfork High	no			38	27	71.1			
		C	Valley High	no			1	0	0			
		C2	Hyampom Elementary	no			2	1	50			
	Southern Trinity Joint Unified											
		B	Southern Trinity High	no			17	14	82.4			
		C	Mt. Lassic High (Continuation)	no			1	0	0			
		C2	Southern Trinity Community Day	no			1	0	0			
	Trinity County Office Of Education											
		C	Trinity County Juvenile Hall	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Trinity County Special Education	no			6	4	66.7			
	Trinity Union High											
		C	Trinity River Community Day	no			0	0	0			
		C	Alps View High (Continuation)	no			0	0	0			
Tulare												
	Dinuba Unified											
		C	Sierra Vista High (Continuation)	no			24	13	54.2			
		C2	Ronald Reagan Academy	no			24	10	41.7			
	Lindsay Unified											
		B	John J. Cairns Continuation	no			11	8	72.7			
		C2	Lindsay Community Day	no			0	0	0			
	Strathmore Union Elementary											
		A	Strathmore Middle	no			56	50	89.3			
	Tulare County Office Of Education											
		C	Tulare County Court	no			6	3	50			
	Woodlake Union High											
		A	Woodlake High	no			110	95	86.4			
	Woodville Union Elementary											
		A	Woodville Elementary	no			42	39	92.9			
Tuolumne												
	Curtis Creek Elementary											
		A	Curtis Creek Elementary	no			59	53	89.8			
		C2	Sullivan Creek Elementary	no			13	9	69.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Sonora Union High											
		C	Sonora High Community Day	no			4	1	25			
		C	Theodore Bird High	no			311	78	25.1			
		C2	Dario Cassina High	no			15	10	66.7			
	Summerville Union High											
		A	Summerville High	no			110	105	95.5			
		B	Cold Springs High	no			7	5	71.4			
		B	Southfork High	no			10	8	80			
		C	Mountain High	no			10	4	40			
		C	Long Barn High	no			12	4	33.3			
		C2	Sierra Community Day	no			12	0	0			
	Tuolumne County Office Of Education											
		C	Tuolumne County Juvenile Hall/Community	no			1	0	0			
		C	Tuolumne County Alternative/Opportunity	no			1	0	0			
		C	Tuolumne County Community Day	no			1	0	0			
		C2	Tuolumne County Community Middle	no			1	0	0			
Ventura												
	Moorpark Unified											
		A	Moorpark High	no			444	439	98.9			
	Mupu Elementary											
		A	Mupu Elementary	no			9	8	88.9			
	Oak Park Unified											
		A	Red Oak Elementary	no			22	21	95.5			
		A	Oak Hills Elementary	no			22	20	90.9			
		A	Medea Creek Middle	no			157	147	93.6			
	Ojai Unified											
		A	Nordhoff High	no			213	205	96.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Oxnard Elementary											
		A	Driffill Elementary	no			47	44	93.6			
		A	Fremont Intermediate	no			232	208	89.7			
		A	Curren Elementary	no			35	33	94.3			
		A	Kamala Elementary	no			39	36	92.3			
		C	Nueva Vista Intermediate	no			3	2	66.7			
	Pleasant Valley											
		A	Dos Caminos Elementary	no			28	25	89.3			
		A	Tierra Linda Elementary	no			33	30	90.9			
	Ventura County Office Of Education											
		C	Gateway Community	no			40	19	47.5			
		C2	Vista Real Charter High	yes			20	8	40			
Yolo												
	Washington Unified											
		A	Bryte Elementary	no			20	17	85			
		A	River City Senior High	no			313	267	85.3			
		B	Westmore Oaks Elementary	no			25	19	76			
		B	Golden State Middle	no			206	150	72.8			
		C	Yolo High	no			38	22	57.9			
		C	Elkhorn Village Elementary	no			27	14	51.9			
		C	Westfield Village Elementary	no			28	12	42.9			
		C	Bridgeway Island Elementary	no			31	19	61.3			
		C	Merkley Youth Academy	no			Closed					
	Woodland Joint Unified											
		C	Middle Grades Community Day	no			1	0	0			
		C2	Douglass Middle	no			156	43	27.6			
		C2	Pioneer High	no			242	125	51.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT Classes/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Cache Creek High (Continuation)	no			31	15	48.4			
		C2	Grafton Elementary	no			11	7	63.6			
		C2	Lee Middle	no			130	38	29.2			
		C2	Woodland Community Day	no			1	0	0			
Yuba												
	Marysville Joint Unified											
		A	Yuba Gardens Intermediate	no			142	124	87.3			
		A	Kynoch Elementary	no			34	31	91.2			
		A	Ella Elementary	no			24	22	91.7			
		A	Cedar Lane Elementary	no			33	31	93.9			
		A	Marysville High	no			167	142	85			
		B	Arboga Elementary	no			12	10	83.3			
		B	Lindhurst High	no			238	193	81.1			
		C	North Marysville Continuation High	no			15	10	66.7			
		C	Lincoln (Abraham) (Alternative)	no			70	35	50			
		C2	Yuba Feather Elementary	no			16	10	62.5			
	Yuba County Office Of Education											
		C	Yuba County Career Preparatory Charter	no			596	320	53.7			
		C2	Yuba County Alternative/Opportunity	no			0	0	0			

General Qualification Workshop

Please add rows as needed

District Name **«distname»** «cds»	Type of School	Grade span	Title I Program (if any)
	Classes Reported Elementary		
School Name **«schlname»** «school»	Classes Reported Secondary		

Total Number of Core Academic Classes «total_n»
Total Number of NCLB Core Academic Compliant Classes «nclb_n»
Percentage of NCLB Core Academic Classes Taught by HQ Teachers «percent»

Teacher Name	Subject Taught			Appropriate State Certification					Means to Establish NCLB Compliance			
Non-compliant teachers only	One subject per line	Number of sections taught	Title I or Title II, Part A CSR Teacher	Full Credential – *indicate if intern*	Subject Matter Authorization	Supplemental Authorization	Local Teaching Assignment/Board Authorization		Exam	Coursework (secondary)	HOUSSE, Part I	HOUSSE, Part II
Sally Sample	English					*			*			

CMIS Level A, B and C Monitoring, Interventions and Sanctions

Category A

- Failure to meet AMOs for HQ for two consecutive years
- 85% or higher HQT compliance rate

CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements

Step 1

- LEA completes *School District Monitoring Protocol* (due on or before November 1, 2006)

Step 2

- Each school site completes *School Site General Qualifications Worksheet* (or comparable method) and plan for each non-compliant teacher to be HQ by June, 2007 for each school site failing to meet their AMOs for HQ for two consecutive years (due on or before November 1, 2006)

Step 3

- Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs

Step 4

- Address any concerns around the equitable distribution of experienced teachers by June of 2007

Step 5

- Optional self-study with correlating Equitable Distribution Plan (due no later than January 8, 2007)

Step 6

CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:

- CBEDS
- PAIF

Category B

- Failure to meet AMOs for HQ for two consecutive years
- 85% or higher HQT compliance rate

CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements

Step 1

- LEA completes *School District Monitoring Protocol* (due on or before November 1, 2006)

Step 2

- Each school site failing to meet their AMOs for HQ for two consecutive years must complete the *School Site General Qualifications Worksheet* (or comparable method) and plan that identifies:
  - how each non-compliant teacher will be HQ by June, 2007
  - due on or before November 1, 2006

Step 3

- Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs

Step 4

- LEA submits self-study with a correlating plan that identifies:
  - Areas in which compliance is challenging and how these challenges will be met in the future
  - Identifying areas of concern around practices, policies, and procedures for recruiting, retention and equitable distribution of experienced HQTs
  - How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements.
  - Due January 8, 2007

Category C

- Failure to meet AMOs for two consecutive years.
- 70% or below HQT compliance rate.

CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements

Step 1

- LEA completes *School District Monitoring Protocol* (due on or before November 1, 2006)

Step 2

- Each school site failing to meet their AMOs for HQ for two consecutive must complete the *School Site General Qualifications Worksheet* (or comparable method) and plan that identifies:
  - how each non-compliant teacher will be HQ by June, 2007
  - due on or before November 1, 2006

Step 3

- Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs

Step 4

- LEA submits self-study with a correlating plan that identifies:
  - Areas in which compliance is challenging and how these challenges will be met in the future
  - Identifying areas of concern around practices, policies, and procedures for recruiting, retention and equitable distribution of experienced HQTs
  - How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements
  - Due January 8, 2007

Category C 2

- Failure to meet AMOs for two consecutive years.
- 70% or below HQT compliance rate, regardless of AMOs.

CDE desk monitoring of HQT documentation to determine LEA's compliance within specific areas of NCLB HQT requirements

Step 1

- LEA completes *School District Monitoring Protocol* (due on or before November 1, 2006)

Step 2

- Each school site failing to meet their AMOs for HQ for two consecutive must complete the *School Site General Qualifications Worksheet* (or comparable method) and plan that identifies:
  - how each non-compliant teacher will be HQ by June, 2007
  - due on or before November 1, 2006

Step 3

- Complete and report an accurate count of HQT compliance for 2006/2007 in October CBEDs

Step 4

- LEA submits self-study with a correlating plan that identifies:
  - Areas in which compliance is challenging and how these challenges will be met in the future
  - Identifying areas of concern around practices, policies, and procedures for recruiting, retention and equitable distribution of experienced HQTs
  - How the LEA will use available funds (Title 1, Part A and Title II, Part A) to assist teachers in meeting NCLB HQT requirements
  - Due January 8, 2007

CMIS Level A, B and C Monitoring, Interventions and Sanctions (Continued)

Category B (cont.)

Step 5
CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:

- Periodic updates of HQTI Plan
- CBEDS
- PAIF

Category C (cont.)

Step 5
CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:

- Periodic updates of HQTI Plan
- CBEDS
- PAIF

Category C2 (cont.)

Step 5
CDE continues desk monitoring of LEAs progress toward meeting AMOs for HQ and 100% HQT through:

- Periodic updates of HQTI Plan
- CBEDS
- PAIF

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No Child Left Behind Act of 2001

High Quality Teacher Requirements

Compliance Monitoring, Interventions and Sanctions (CMIS) Program 2006 Training

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One Year Extension June 2007

- May 2006
  - US Department of Education notified CDE California had been granted one year extension for HQT goal
    - Must submit plan to address key areas
      - All Teachers HQ by June 2007
      - Equitable Distribution of experienced and highly qualified teachers
      - AYP disparities in terms of HQT

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One Year Extension June 2007

- June, July 2006
  - NCLB 2006 Summer Workshop Series hosted by PASCOE at twenty-one County Offices from Eureka to San Diego
    - Contra Costa, Sutter, Ventura, Sonoma, Orange, Bakersfield, Stanislaus, Alameda, Riverside, Tulare, San Bernardino, Placer, Eureka, Monterey, San Mateo, Glen, Madera, Fresno, San Diego, LACOE, Sacramento

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One Year Extension June 2007

- August 15, 2006
  - CDE receives feedback on HQT Extension Plan
    - Plan had some deficiencies, especially in the areas of equitable distribution of experienced teachers and data collection
    - Re-submittal is due September 29th

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One Year Extension June 2007

- August 21 through October 5, 2006
  - CDE launches Compliance Monitoring, Interventions and Sanctions (CMIS) Program
    - Targeted technical assistance!

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The CMIS Way

- **C**ompile your HQT data
- **M**ake a plan for June 2007
- **I**nvest in long term solutions
- **S**ubmit correct data

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Compile your HQT Data

- Determine the NCLB HQT status for each new hire.
  - Complete Certificate of Compliance
- Finish the HOUSSE process for all "not new" teachers
  - Work with other districts to create subject matter specialist administrators to complete observations
- Have CBEDS personnel and HQT personnel attend CBEDS training
- Have all site administrators trained in CBEDS reporting
  - Site administrators need to stress to staff the importance of accurate reporting
- Have HQT personnel verify HQT data before submission

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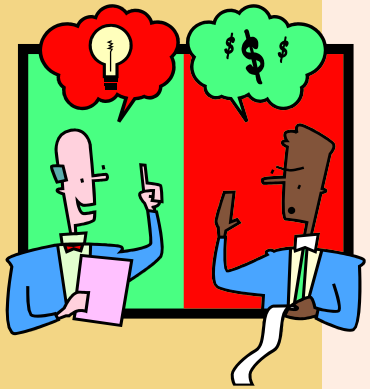
Make a plan for June 2007

- All non-HQ teachers have been identified and notified of status in writing
- The non-HQ teacher and appropriate district staff create a plan to ensure teacher will be HQ by June 2007
- Individual plan on file with district and the site administrator and teacher have a copy of agreed upon plan



- All Title II, Part A Class Size Reduction teachers are HQ
  - If not, they must be moved from the Title II, Part A Class Size Reduction classroom
- Title II, Part A Funds
  - Class size reduction is not a primary or appropriate use of Title II funds if HQT compliance is less than 95% at any site or program.

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Make a plan for June 2007 Continued

- Title I School Wide teachers are HQ
  - If not, appropriate parent notification of instruction by non-HQ teacher will be done by 20th day of instruction
- All Title I Targeted Assistance teachers are HQ
  - If not, they should be moved to a non-targeted assistance classroom
- District has utilized all appropriate funds to ensure compliance
  - Think test prep materials or classes, exam fees, content specific professional development, release time for course work…..

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Invest in Long Term Solutions

- Re-evaluate staff assignments in cases where compliance has been problematic
  - Someone who can't pass a necessary CSET, teacher on Local Teaching Option
- Redesign master schedules to maximize HQT staff
  - The English teacher who now teaches PE

- Be proactive in hiring of staff
  - Think like a Fortune 500 company, they don't wait for good people to come to them, they go get the best people
- Address the issues of retention specific to your district
  - Develop exit interview strategies, implement a self study of district retention patterns and create plan for improvement…..

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Submit Correct Data

- CBEDS and HQT personnel should attend CBEDS training together
- All site administrators should be trained to accurately complete the new CBEDS-PAIF forms
- HQT personnel should review all HQT data on CBEDS-PAIF before submission

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Compliance Monitoring, Intervention, and Sanctions (CMIS) Program

- The federal audit report included six "findings" one of which was:
  - Failure to monitor district's implementation of NCLB Teacher Quality was among the six findings
- Corrective Action Required implementation of a monitoring program – CMIS
  - Criteria for placement in CMIS
    - Failure to meet AMO for two consecutive year
    - Failure to reach at least 70% compliance by 2005
    - Post June 2007, failure to maintain adequate HQT percentages at all schools and programs

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The Program

Compliance — Ensure all HQT requirements have been met correctly and submit correct data

Monitoring — CDE will collect HQT data as part of the CBEDS-PAIF process to determine compliance

Interverions — 2006 Summer Workshop Series, CMIS Trainings, Site Visits, Education Association conferences, answering e-mails and phone calls

Sanctions — As yet undetermined, will correlate to extent Good-Faith Effort has been demonstrated

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Annual Measurable Objective for High Quality Teacher
(AMO-HQ)

- CDE began collecting school-level data on the percentage of core academic classes taught by NCLB compliant teachers as of October 2003
  - This data established the baseline for each school
- Schools had three years to achieve 100 percent compliance
- Each school's AMO was established at 1/3 of the difference between their 2003 baseline and 100%

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Annual Measurable Objectives HAVE NOT been met

CDE staff will provide monitored technical assistance through the Compliance Monitoring, Intervention and Sanctions (CMIS) Program

- Category A:
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 85% or higher HQT
- Category B:
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 84%-70% HQT
- Category C:
  - Criteria: School failed to meet AMO-HQ for two consecutive years, reporting 69% or less HQT
- Category C2:
  - Criteria: School may have met AMO-HQ for one year, but reporting 70% or less HQT

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Let's Get Started

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No Child Left Behind Act of 2001

High Quality Teacher Requirements

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NCLB
Key Performance Goals

- Goal 1: All students will attain proficiency in reading and mathematics by 2014.
- Goal 2: All English learners will become proficient in reading/language arts and mathematics.
- **Goal 3: All students will be taught by highly qualified teachers by the end of the 2005-06 school year.**
  - **One year extension June 2007.**
- Goal 4: All students will learn in schools that are safe and drug free.
- Goal 5: All students will graduate from high school.

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LEA Requirements for Teachers Quality

- Local Educational Agency (LEA) are responsible for meeting their annual measurable objective regarding teacher quality
  - LEAs are required to work with teachers to explain the requirements for being NCLB compliant
  - LEAs are required to develop and support a plan for the teacher to reach HQT status
  - LEAs are required to report accurate data to the CDE annually
  - LEAs are required, on an ongoing basis, to maintain acceptable levels of NCLB HQT compliance

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Funding Options to Improve Teacher Quality

- Title I Part A
  - requires that LEAs use at least 5 % of their Title I funds for professional development to ensure that teachers who are not currently highly qualified meet the requirement.
- Title II, Part A
  - Requires schools and districts to improve teacher and principal quality and ensure that all teachers are highly qualified.
- Title I, Part B, Reading First
- Title II, Part B, Mathematics and Science Partnerships
- Title II Part C, Troops-to-Teachers and Transition to Teaching
- Title II, Part D, Enhancing Education Through Technology
- Title III, Part A, English language acquisition and language enhancement
- Title V, Part A
- Title VII, Part A, Indian, Native Hawaiian and Alaska Native Education

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NCLB Teacher Requirements

Title I Teachers

- All teachers hired in **Title I School Wide Programs** must be HQ when hired - 2002.
  - If any current staff is not HQ the LEA must
    - send PARENT NOTIFICATION LETTER to all parents of students in that class notifying them their child is in a class with a teacher who is not highly qualified under NCLB.
    - not pay for that teachers' salary using Title I funds.

- All teachers hired in **Title I Targeted Assistant Programs** must meet requirements when hired - 2002.
  - Non-HQ teacher cannot be placed in targeted assistance classroom or programs until they have met all of the HQT requirements.

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NCLB Teacher Requirements

All California Teachers

- ALL California teachers have until the **end of the 2006-07 school year** to obtain HQT status
- After June 2007 LEAs must maintain at least 95% compliance at all schools and programs
  - Even if your district/school does not receive Title I or other federal funds
  - Any teacher who has not verified NCLB HQT status must be reported as non-compliant annually until they reach HQT status
    - No grace period on reporting including secondary special education an rural flexibility schools

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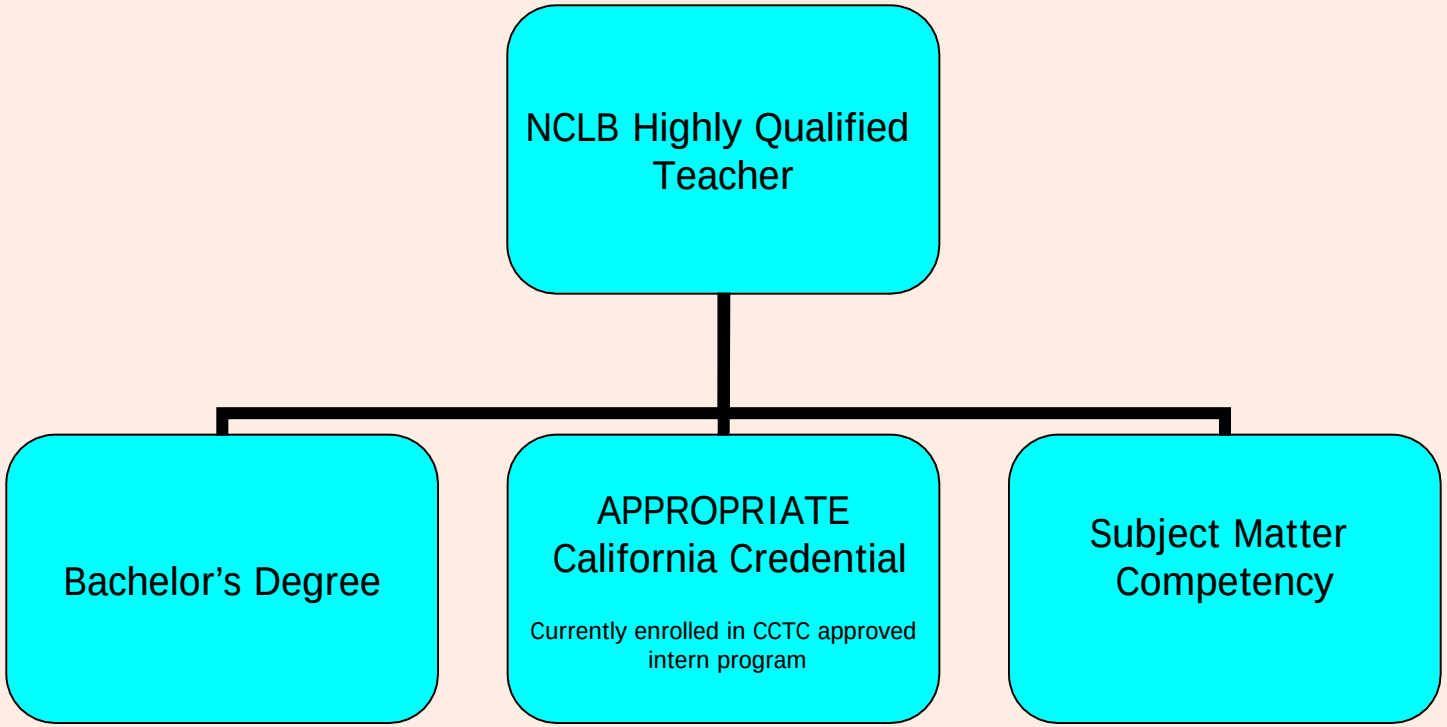
NCLB Compliance Requirements
For Teachers of NCLB Core Academic Subjects



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NCLB Core Academic Subjects

- English
- Reading/Language Arts
- Mathematics
- Science
- History
- Economics
- Civics/Government
- Geography
- Foreign Languages
- Arts

How That Looks in California

- English/Language Arts/Reading
  - Includes reading intervention and CAHSEE-English classes
- Mathematics
  - Includes math intervention and CAHSEE-Math classes
- Biological Sciences
- Chemistry
- Geosciences
- Physics
- Social Science
  - history, government, economics, geography
- Foreign Languages (specific)
- Drama/Theater (English Credential)
- Visual Arts
- Music
- Dance (Physical Education Credential)

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NCLB
And the
Appropriate Credential

NCLB <u>did not</u> change or alter credentialing requirements!

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California Credentials

Education Code 44256

Authorization for teaching credentials shall be of four basic kinds, as defined below:

- "Single subject instruction"
  - Generally secondary – High school, Junior High and Middle School
- "Multiple subject instruction"
  - Generally elementary – elementary schools and some Middle School classes
- "Specialist instruction"
  - reading specialist, mathematics specialist, specialist in special education or early childhood education
- "Designated subjects"
  - Generally unaffected by NCLB - designated technical, trade, or vocational programs

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Supplemental Authorizations

- **Supplementary Authorization** (20 units, requires NCLB subject matter verification)
  - If attached to a multiple subject credential: good K-9
  - If attached to a single subject credential: introductory, K-9
  - If attached to a single subject credential: non introductory K-12
- **Subject Matter Authorization** (32 units, NCLB subject matter compliant)

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Local Authorization

Local Teaching Assignment

Education Code 44258.2

- Middle School
  - The holder of a single subject teaching **credential** or a standard secondary teaching **credential** may, *with his or her consent*, be assigned by action of the governing board to teach classes in grades 5 to 8, inclusive, in a middle school,
    - if he or she has a minimum of <u>12 semester units</u>, or <u>six upper division or graduate units</u>, of coursework at an accredited institution in the subject to which he or she is assigned.

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Local Authorization

Local Teaching Assignment

Education Code 44258.3 (a)

- All Grades
  - The governing board of a school district may assign the holder of a **credential**, other than an emergency permit, to teach any subjects in departmentalized classes in kindergarten or any of grades 1 to 12, inclusive,
  - provided that the governing board verifies, prior to making the assignment, that the teacher has adequate knowledge of each subject to be taught and the teacher consents to that assignment.
  - The governing board shall <u>adopt policies and procedures for the purpose of verifying the adequacy of subject knowledge on the part of each of those teachers.</u>
  - The governing board shall involve subject matter specialists in the subjects commonly taught in the district in the development and implementation of the policies and procedures, and shall include in those policies and procedures both of the following:

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Introductory Science Classes

Think Middle/Junior High

- Any science credential is appropriate for 6th, 7th, 8th, and 9th grade science and 1-12 integrated science classes
  - Credential verifies NCLB Subject Matter Competency

Ed Code 44257.2. (a)

- The holder of the single subject teaching credential in science shall be qualified and authorized to teach courses in general science, introductory science, integrated science, and coordinated science in kindergarten and grades 1 to 12, inclusive.

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Secondary Reading Intervention Classes

appropriate credential for secondary reading intervention teacher

Multiple Subject, Single Subject English, General Elementary, Standard Elementary, Reading Specialist, Reading Certificate, Special Education (for special education students)

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Caught in the Middle

Is

Taking Center Stage

With NCLB HQT

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Appropriate Credential

Middle School

- **Self-Contained Classroom**
  - **Multiple Subject credential or other elementary credential**
- **Core Class (two or more subjects, for two or more periods to the same kids – by the same teacher: see slide 40 for Ed Code)**
  - **Multiple Subject, other elementary credential or Single Subject credential or supplemental/subject matter authorization in each area taught in the core**
- **Team/Village**
  - **Single Subject credential or supplemental/subject matter authorization in each area taught**
- **Departmentalized**
  - **Single Subject credential or supplemental/subject matter authorization in each area taught**

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Other Assignment Options
Middle School

- **Supplementary Authorization**
  - **20 units, requires NCLB subject matter verification**
- **Subject Matter Authorization**
  - **32 units, NCLB subject matter compliant**
- **Local Teaching Assignment Option (Local Board Authorization)**
  - **Requires NCLB subject matter verification**
- **Emergency Permits, STSPs, and PIPs**
  - **Not NCLB compliant**

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California Code of Regulations, Title 5, 6100(c)

Elementary, Middle/High Designation

- Elementary, Middle/High School: The local educational agency shall determine, based on **curriculum taught**, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school.
  - Designation determines appropriate path for NCLB Subject Matter Verification

Designation does not relate to credential/authorization

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Middle School

Elementary Designation

- Approved by local board and reported on California Basic Educational Data System (CBEDS)-Professional Assignment Information Form (PAIF)
  - Section (h)
    - Yes-elementary
    - Yes-secondary
- Subject Matter Competency Verification
  - "New" pass a CCTC approved subject matter examination, currently CSET-MS
  - "Not New" exam option or HOUSSE

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Middle School

Middle/High Designation

- Approved by local board and reported on CBEDS-PAIF
  - Section (h)
    - Yes-elementary
    - Yes-secondary
- Subject Matter Competency Verification
  - "New" pass a CCTC approved single subject examination or course work
  - "Not New" exam option or course work or HOUSSE

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Core Class
Middle School

Education Code 44258.1

- The holder of a **credential** authorizing instruction in a self-contained classroom may teach in any of grades 5 to 8, inclusive, in a middle school, provided that he or she teaches <u>two or more subjects</u> for <u>two or more periods</u> per day to the <u>same group of pupils</u>,
  - and, in addition, may teach any of the subjects he or she already is teaching to a separate group of pupils at the same grade level as those pupils he or she already is teaching for an additional period or periods, provided that the additional period or periods do not exceed one-half of the teacher's total assignment.

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CLAD Authorization

- CLAD is not required by NCLB
- CLAD is **required** by California Education Code
  - You can be HQT (appropriately authorized to teach a subject) and misassigned (not authorized to teach EL students) if you teach ELL students and do not have a CLAD authorization!

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NCLB
and
Subject Matter Competence

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NCLB Teacher Classification

"New" to the Profession

- Holds a Credential (preliminary or professional clear) or CCTC approved Intern Certificate issued on or after July 1, 2002.

"Not New" to the Profession

- Holds a credential (preliminary or professional clear) or CCTC approved Intern Certificate issued before July 1, 2002.
  - Entry Into The Profession - received a credential from another state prior to July 1, 2002, even if that credential was allowed to lapse.

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Demonstrating Subject Matter Competency for "New" Elementary Teachers

"New" elementary teachers must:

- Pass a California Commission on Teacher Credentialing (CCTC) approved subject matter examination – currently, the California Subjects Examination for Teachers (CSET) Multiple Subject
  - Previous exams included MSAT, NTE, General Knowledge, NTE Commons Examination

"Not new" elementary teachers have two options to demonstrate subject matter competency:

- Exam Option: Passing any prior or current CCTC-approved subject matter exam
- HOUSSE Option: Completing the California High Objective Uniform State Standard of Evaluation (HOUSSE)

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Demonstrating Subject Matter Competency for "New" Middle/high School Teachers

"New" middle/high school teachers have two options to demonstrate subject matter competency:

1. Exam Option: Passing a CCTC-approved subject matter examination in the core area
2. Course Work Option:
   a) CCTC-approved subject matter program in the core area, or
   b) Major in the core area, or
   c) Major equivalent in the core area (32 non remedial units), or
   d) Graduate degree in the core area

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Demonstrating Subject Matter Competency for "Not New" Middle/high School Teachers

"Not new" middle/high school teachers have four options to demonstrate subject matter competency:

1. Passing any prior or current CCTC-approved subject matter exam in the core area, or
2. Completing course work in the core area, or
3. Obtaining advanced certification in the core area, or
4. California HOUSSE in the core area

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High Objective Uniform State Standard of Evaluation

AS OF

JULY 1, 2007

- Proposed changes to HOUSSE, Part 1
  - HOUSSE–Part 1 will continue to be part of California's certification process for "not new" teachers.
    - Remove Leadership and Service to the Profession section

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High Objective Uniform State Standard of Evaluation

AS OF JULY 1, 2007

Proposed changes to HOUSSE, Part 2

- Will no longer be available as part of California's certification process except for
  - secondary multiple subject teachers who teach in Small Rural School Achievement schools;
  - secondary multiple subject special education teachers
  - teachers in some county programs.
- Will no longer contain a portfolio assessment option.
- Can not account for more than 40 of the 100 points needed.

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Special Education

Specific questions should be addressed to:

Janet Canning, Consultant, Special Education Division at jcanning@cde.ca.gov or (916) 327-4217

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Special Education Teachers:

Have the same requirements as general education elementary and middle/high school teachers, *unless* they provide only consultation or instructional support services.

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Secondary Special Education Teachers Teaching Multiple Subjects

May:

- Use same options as any other elementary, middle/high teacher who is "new" or "not new".
- If "new" and HQT in either math, language arts, or science, **when hired** and teaching middle/secondary, can use HOUSSE option of all other subjects.
  - Have two years from hire to complete – MUST report as non-compliant on CBEDS

Title 5 regulation Section 6111(b).

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NCLB

and

Alternative Programs

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of Public Instruction

Alternative Programs

Home teachers, hospital classes, necessary small high schools, continuation schools alternative schools, opportunity schools, juvenile court school, county community schools, district community day schools, Independent Study (Ed Code)

- Only one credential is needed – either the multiple subject credential or a single subject credential
  - **EC 44865**. A valid teaching credential issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:
- Must verify/demonstrate NCLB subject matter competence in each subject assigned to teach.
  - don't confuse credential requirement with subject matter competency requirement
- Federal guidance encourages creativity and distance learning.

JACK O'CONNELL
State Superintendent
of Public Instruction

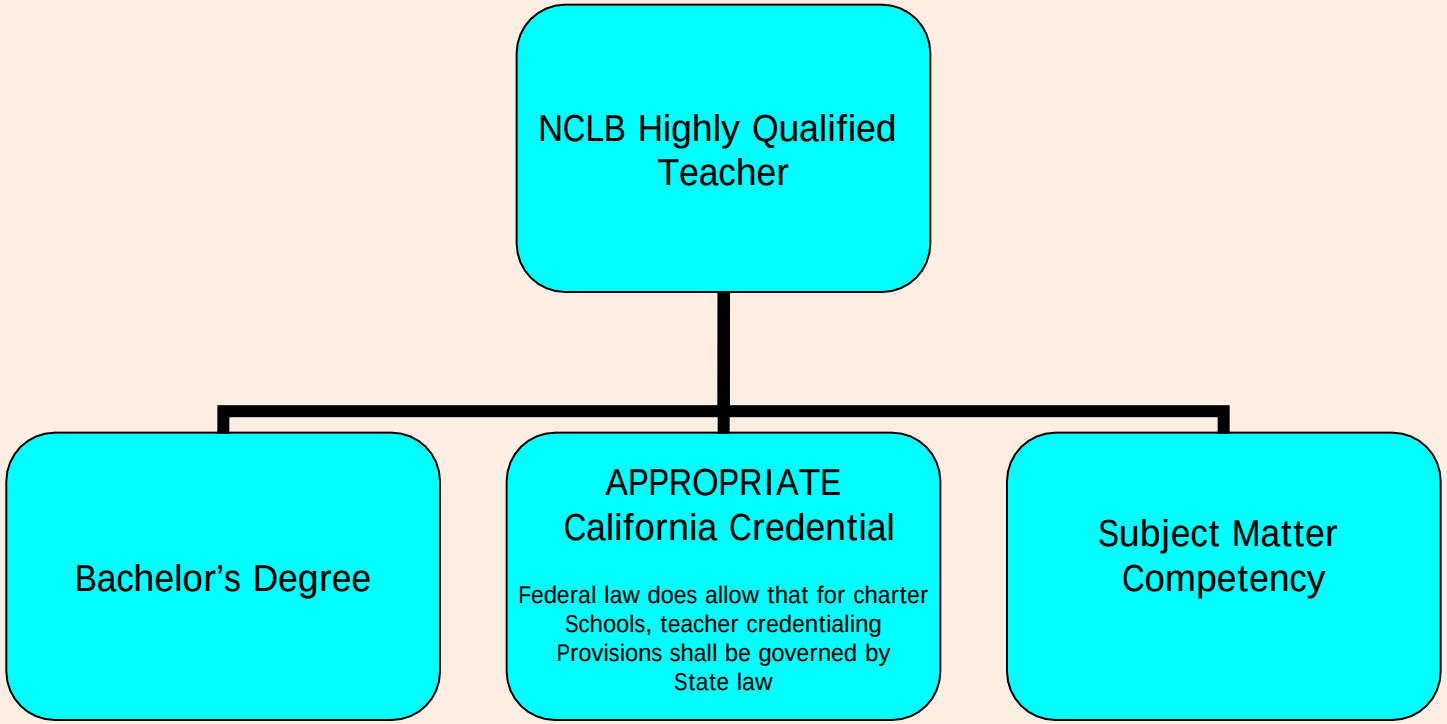
- Secondary Independent Study Programs
- Necessary Small High School Schools
- Small Rural School Achievement Program (secondary flexibility)
- Secondary Special Education (secondary flexibility)
- Alternative Education Programs
- Any self-contained secondary setting

JACK O'CONNELL
State Superintendent
of Public Instruction

Charter School Programs and NCLB

JACK O'CONNELL
State Superintendent
of Public Instruction

NCLB Compliance Requirements For Charter School Teachers of NCLB Core Academic Subjects



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State Superintendent
of Public Instruction

Charter Schools

- Charter school teachers of core academic subjects **as defined in federal law** **(see** slide 24**)**, must meet NCLB requirements.
  - It is the responsibility of the Authorizing LEA to ensure all Charter Programs comply with High Quality Teacher Requirements as outlined in NCLB; every time, everywhere!

JACK O'CONNELL
State Superintendent
of Public Instruction

Teachers Not Generally Affected By NCLB

accept when they are

- Physical Education Teachers – think dance as a fine art

  Physical education teachers are not required to meet the NCLB teacher requirements, but must meet California credentialing laws.

- Career Technical Teachers – think alternative pathway to graduation requirements

  Career technical teachers must meet the NCLB teacher requirements only if they teach a core academic subject.

- Adult Education **and** Preschool Teachers - NEVER
  - NCLB law pertains to K-12 only.

JACK O'CONNELL
State Superintendent
of Public Instruction

NCLB Paraprofessional Requirements

1. High school diploma or the equivalent
2. Two years of college (48 units) or
3. A.A. degree (or higher) or
4. Pass a local assessment of knowledge and skills in assisting in instruction

For questions please contact Title I Office

JACK O'CONNELL
State Superintendent
of Public Instruction

Questions So Far?

JACK O'CONNELL
State Superintendent
of Public Instruction

Getting The Data Right

JACK O'CONNELL
State Superintendent
of Public Instruction

Counting NCLB Core Academic Classes and HQT
and
California Basic Educational Data System (CBEDS) and Professional Assignment Information Form (PAIF)

- Count each period that an NCLB core academic class is taught
- Count how many of those periods are taught by a HQT

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	
Ted Coach	Algebra 1 HQT	Algebra 1 HQT	CASHEE -M HQT	Algebra 1 HQT	Prep	Calculus Not HQT	5/4
Lori Popular	Econ HQT	Govt. HQT	Wld History HQT	U.S. History HQT	Econ HQT	Prep	5/5
Stan Pain	Prep	SPE – RS	SPE math HQT	SPE English Not HQT	SPE Econ Not HQT	SPE Math HQT	4/2
Wilma Whiner	P.E.	P.E.	Prep	P.E.	Dance HQT	Reading-I Not HQT	2/1

•16 NCLB periods/12 periods taught by HQT

NCLB HQT 75% compliant

Elementary

Teachers Name	Grade/Class	HQT
George Porgie	Science (x5)	Y-exam
Tom Thumb	1st	Y-HOUSSE
Mary Lamb	Reading Resource	Exempt
Molly Muffet	3rd	Y-exam
Cole King	2nd	N CSET prep, D.O. (Sept. – Oct.) CSET-MS Oct 2006

- Count each NCLB Core Academic class (8)
- Count how many of NCLB core academic periods are taught by HQT (7)
  - 87% compliance
- Prepare professional development plan for each non-HQ teacher

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State Superintendent
of Public Instruction

Reporting Teacher Compliance Information

- *NCLB teacher compliance data was reported as part of the Consolidated Application Part 2*
- *As of October 2006 NCLB teacher compliance data will be reported as part of your CBEDS-PAIF data submission*
  - PAIF Column 17
  - PAIF column h and i

CBEDS

California Basic Educational Data System

Professional Assignment Information Form (PAIF)

Middle School Core Class – Multiple Subject Credential

1. County-District-School Code

2. District Name

3. School Name

4. Name
Last: First: Middle Initial:

5. District Assigned Staff ID No.

Indicate if:
- ☐ Distance Learning
- ☐ Non-public Non Sectarian School Services

If you have checked either box you only need to complete boxes 1, 2, 3, and 18.

6. Name on last California teacher credential obtained if different than above name
First Name: Middle Initial: Last Name:

7. Highest Educational Level
(Select one)
- ☐ Doctorate
- ☐ Master's degree +30 or more semester units
- ☐ Master's degree
- ☐ Bachelor's degree +30 or more semester units
- ☐ Bachelor's degree
- ☐ Less than a bachelor's degree

8. Employment Status
(Select one)
- ☐ Tenured
- ☐ Probationary
- ☐ Long term substitute or temporary employee
- ☐ Other (if none of the above apply)

9. Time Base
(Select one)
- ☐ Part-time Indicate the percent a full-time position filled: _____%
- ☐ Full-time
- ☐ Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.

10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number

Report the credential/document number of the last credential received from the California Commission on Teacher Credentialing. Report "N/A" if a new teacher has not yet received a credential/document number as of CBEDS Information Day.

11. Racial/Ethnic Designation
(Select one or more)
- ☐ American Indian or Alaska Native
- ☐ Chinese
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Asian Indian
- ☐ Laotian
- ☐ Cambodian
- ☐ Other Asian
- ☐ Hawaiian
- ☐ Guamanian
- ☐ Samoan
- ☐ Other Pacific Islander
- ☐ Filipino
- ☐ Hispanic or Latino
- ☐ African American, not of Hispanic origin
- ☐ White, not of Hispanic origin

12. Gender
- ☐ Male
- ☐ Female

13. Birth Year
Indicate last 2 digits of birth year

14. Credential and Authorization
(Choose all that apply)
- ☐ Full Credential
- ☐ Pre-Internship
- ☐ University Internship
- ☐ Waiver
- ☐ District Internship
- ☐ Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit

15. Total Years of Educational Services

Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01."

Years

16. Total Years of Educational Service in this District

Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01."

Years

17. Authorized Teaching Area(s)
(Select one or more)
- [*] Elementary/Self-Contained Classroom/Multiple Subject
- ☐ Secondary/Subject-Specific
  (Select all that apply from the italicized areas):
  - ☐ *General Secondary (all subjects)*
  - ☐ *Agriculture*
  - ☐ *Art*
  - ☐ *Business*
  - [*] *English*
  - ☐ *Foreign Language*
  - ☐ *Health Science*
  - ☐ *Home Economics*
  - ☐ *Industrial & Technology*
  - ☐ *Life Science*
  - [*] *Mathematics*
  - ☐ *Music*
  - ☐ *Physical Education*
  - ☐ *Physical Science*
  - [*] *Social Science*
  - ☐ *Vocational*
- ☐ Special Education
- ☐ Reading Specialist/Certificate
- ☐ Primary Language Instruction (BCLAD or equivalents)
- ☐ English Language Development (ELD)
- ☐ Specially Designated Academic Instruction in English (SDAIE)
- ☐ Adult Education
- ☐ Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)

18. Assignments (See CBEDS Administrative Manual *or* www.cde.ca.gov/ds/sd/cb/subjects.asp for codes and descriptions)

a. ASSIGNMENT CODE
Using the 2006 CBEDS Assignment Code list, indicate the course code corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

b. DESCRIPTION
Using the 2006 CBEDS Assignment Code list, indicate the course title corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

c. PERCENT OF TIME
Indicate the percent of time for each assignment.

d. MALE ENROLLMENT
Report the number of male students enrolled.

e. FEMALE ENROLLMENT
Report the number of female students enrolled.

f. GRADE LEVEL
Indicate the grade level of the majority of students in this class by circling: **K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).**

g. UC/CSU REQUIREMENTS
Indicate either "**Yes**" or "**No**" as to whether the course is certified as meeting the UC/CSU requirements for admission.

h. NCLB CORE
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: **Yes-Elementary, Yes-Secondary, or No.**

i. NCLB COMPLIANT
Indicate whether the teacher is NCLB compliant to teach the course by reporting: **Yes** on the basis of **education and/or testing, Yes** on the basis of High Objective Uniform State Standard Evaluation **(HOUSSE), or No.**

	Code (a)	Description (b)	Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)	UC/CSU Check one (g)	NCLB Core Check one (h)	NCLB Compliant Check one (i)
1	2 1 0 1	Comprehensive English - Core	40 %	11	16	K 1 2 3 4 5 6 7 (8) 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☒ No	☒ Yes –Elementary ☐ Yes –Secondary ☐ No	☒ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
2	2 7 0 9	U.S. History - Core	40 %	11	16	K 1 2 3 4 5 6 7 (8) 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☒ No	☒ Yes –Elementary ☐ Yes –Secondary ☐ No	☒ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
3		Algebra	20 %	15	11	K 1 2 3 4 5 6 (7) 8 9 / 10 11 12 MGK-8 MG9-12	☒ Yes ☐ No	☐ Yes –Elementary ☒ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☒ Yes –HOUSSE ☐ No
4			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
5			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
6			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
7			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
8			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No

* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes."

Total Percent: 100 %

CBEDS

California Basic Educational Data System

Professional Assignment Information Form (PAIF)

Middle School Departmentalized Class – Single Subject Credential

1. County-District-School Code

2. District Name

3. School Name

4. Name
Last: First: Middle Initial:

5. District Assigned Staff ID No.

Indicate if:
- ☐ Distance Learning
- ☐ Non-public Non Sectarian School Services

If you have checked either box you only need to complete boxes 1, 2, 3, and 18.

6. Name on last California teacher credential obtained if different than above name
First Name: Middle Initial: Last Name:

7. Highest Educational Level
(Select one)
- ☐ Doctorate
- ☐ Master's degree +30 or more semester units
- ☐ Master's degree
- ☐ Bachelor's degree +30 or more semester units
- ☐ Bachelor's degree
- ☐ Less than a bachelor's degree

8. Employment Status
(Select one)
- ☐ Tenured
- ☐ Probationary
- ☐ Long term substitute or temporary employee
- ☐ Other (if none of the above apply)

9. Time Base
(Select one)
- ☐ Part-time Indicate the percent a full-time position filled: _____%
- ☐ Full-time
- ☐ Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.

10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number

Report the credential/document number of the last credential received from the California Commission on Teacher Credentialing. Report "N/A" if a new teacher has not yet received a credential/document number as of CBEDS Information Day.

11. Racial/Ethnic Designation
(Select one or more)
- ☐ American Indian or Alaska Native
- ☐ Chinese
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Asian Indian
- ☐ Laotian
- ☐ Cambodian
- ☐ Other Asian
- ☐ Hawaiian
- ☐ Guamanian
- ☐ Samoan
- ☐ Other Pacific Islander
- ☐ Filipino
- ☐ Hispanic or Latino
- ☐ African American, not of Hispanic origin
- ☐ White, not of Hispanic origin

12. Gender
- ☐ Male
- ☐ Female

13. Birth Year
Indicate last 2 digits of birth year

14. Credential and Authorization
(Choose all that apply)
- ☐ Full Credential
- ☐ Pre-Internship
- ☐ University Internship
- ☐ Waiver
- ☐ District Internship
- ☐ Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit

15. Total Years of Educational Services

Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01."

Years

16. Total Years of Educational Service in this District

Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01."

Years

17. Authorized Teaching Area(s)
(Select one or more)
- ☐ Elementary/Self-Contained Classroom/Multiple Subject
- ☐ Secondary/Subject-Specific
  (Select all that apply from the italicized areas):
  - ☐ *General Secondary (all subjects)*
  - ☐ *Agriculture*
  - ☐ *Art*
  - ☐ *Business*
  - ☐ *English*
  - ☐ *Foreign Language*
  - ☐ *Health Science*
  - ☐ *Home Economics*
  - ☐ *Industrial & Technology*
  - ☐ *Life Science*
  - ☐ *Mathematics*
  - ☐ *Music*
  - ☐ *Physical Education*
  - ☐ *Physical Science*
  - ☐ *Social Science*
  - ☐ *Vocational*
- ☐ Special Education
- ☐ Reading Specialist/Certificate
- ☐ Primary Language Instruction (BCLAD or equivalents)
- ☐ English Language Development (ELD)
- ☐ Specially Designated Academic Instruction in English (SDAIE)
- ☐ Adult Education
- ☐ Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)

18. Assignments (See CBEDS Administrative Manual or www.cde.ca.gov/ds/sd/cb/subjects.asp for codes and descriptions)

a. ASSIGNMENT CODE
Using the 2006 CBEDS Assignment Code list, indicate the course code corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

b. DESCRIPTION
Using the 2006 CBEDS Assignment Code list, indicate the course title corresponding to your current course, class category, or assignment. This list is available on the Internet at www.cde.ca.gov/ds/sd/cb/subjects.asp.

c. PERCENT OF TIME
Indicate the percent of time for each assignment.

d. MALE ENROLLMENT
Report the number of male students enrolled.

e. FEMALE ENROLLMENT
Report the number of female students enrolled.

f. GRADE LEVEL
Indicate the grade level of the majority of students in this class by circling: **K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).**

g. UC/CSU REQUIREMENTS
Indicate either "Yes" or "No" as to whether the course is certified as meeting the UC/CSU requirements for admission.

h. NCLB CORE
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: **Yes-Elementary, Yes-Secondary, or No.**

i. NCLB COMPLIANT
Indicate whether the teacher is NCLB compliant to teach the course by reporting: **Yes** on the basis of **education** and/or **testing**, **Yes** on the basis of High Objective Uniform State Standard Evaluation **(HOUSSE)**, or **No.**

	Code (a)	Description (b)	Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)	UC/CSU Check one (g)	NCLB Core Check one (h)	NCLB Compliant Check one (i)
1	2 1 0 1	Algebra	10 %	11	16	K 1 2 3 4 5 6 7 **8** 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No *	☐ Yes –Elementary ☐ * Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ * Yes –HOUSSE ☐ No
2	2 7 1 1	Life Science	90 %	15	10	K 1 2 3 4 5 6 **7** 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ * No	☐ Yes –Elementary ☐ * Yes –Secondary ☐ No	☐ * Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
3			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
4			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
5			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
6			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
7			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
8			%			K 1 2 3 4 5 6 7 8 9 / 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
		* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes." **Total Percent:**	100 %						

CBEDS

California Basic Educational Data System

Professional Assignment Information Form (PAIF)

High School Special Day Program

1. County-District-School Code

2. District Name

3. School Name

4. Name
Last: First: Middle Initial:

5. District Assigned Staff ID No.

6. Name on last California teacher credential obtained if different than above name
First Name: Middle Initial: Last Name:

Indicate if:
- ☐ Distance Learning
- ☐ Non-public Non Sectarian School Services

If you have checked either box you only need to complete boxes 1, 2, 3, and 18.

7. Highest Educational Level
(Select one)
- ☐ Doctorate
- ☐ Master's degree +30 or more semester units
- ☐ Master's degree
- ☐ Bachelor's degree +30 or more semester units
- ☐ Bachelor's degree
- ☐ Less than a bachelor's degree

8. Employment Status
(Select one)
- ☐ Tenured
- ☐ Probationary
- ☐ Long term substitute or temporary employee
- ☐ Other (if none of the above apply)

9. Time Base
(Select one)
- ☐ Part-time Indicate the percent a full-time position filled: _____%
- ☐ Full-time
- ☐ Teach over 100% --paid to teach extra period(s). Do not include mentor teacher, coaching, adult education, department chair, or non teaching assignments.

10. California Commission on Teacher Credentialing (CCTC) Credential/Document Number

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- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Asian Indian
- ☐ Laotian
- ☐ Cambodian
- ☐ Other Asian
- ☐ Hawaiian
- ☐ Guamanian
- ☐ Samoan
- ☐ Other Pacific Islander
- ☐ Filipino
- ☐ Hispanic or Latino
- ☐ African American, not of Hispanic origin
- ☐ White, not of Hispanic origin

12. Gender
- ☐ Male
- ☐ Female

13. Birth Year
Indicate last 2 digits of birth year

14. Credential and Authorization
(Choose all that apply)
- ☐ Full Credential
- ☐ Pre-Internship
- ☐ University Internship
- ☐ Waiver
- ☐ District Internship
- ☐ Emergency Permit, Provisional Internship Permit, or Short Term Staff Permit

15. Total Years of Educational Services

Report the total years of educational service including this year. Include service in this district, other states, and countries. Do not include substitute teaching. First year teachers should use "01."

Years

16. Total Years of Educational Service in this District

Report the years of educational service in this district as a contracted professional including this year. First year teachers should use "01."

Years

17. Authorized Teaching Area(s)
(Select one or more)
- ☐ * Elementary/Self-Contained Classroom/Multiple Subject
- ☐ Secondary/Subject-Specific
  (Select all that apply from the italicized areas):
  - ☐ * *General Secondary (all subjects)*
  - ☐ *Agriculture*
  - ☐ *Art*
  - ☐ *Business*
  - ☐ *English*
  - ☐ *Foreign Language*
  - ☐ *Health Science*
  - ☐ *Home Economics*
  - ☐ *Industrial & Technology*
  - ☐ *Life Science*
  - ☐ *Mathematics*
  - ☐ *Music*
  - ☐ *Physical Education*
  - ☐ *Physical Science*
  - ☐ *Social Science*
  - ☐ *Vocational*
- ☐ * Special Education
- ☐ Reading Specialist/Certificate
- ☐ Primary Language Instruction (BCLAD or equivalents)
- ☐ English Language Development (ELD)
- ☐ Specially Designated Academic Instruction in English (SDAIE)
- ☐ Adult Education
- ☐ Special Designated Subjects (driver education, driver training, ROTC, basic military drill, aviation flight, or ground instruction)

18. Assignments (See CBEDS Administrative Manual or www.cde.ca.gov/ds/sd/cb/subjects.asp for codes and descriptions)

a. ASSIGNMENT CODE
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b. DESCRIPTION
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c. PERCENT OF TIME
Indicate the percent of time for each assignment.

d. MALE ENROLLMENT
Report the number of male students enrolled.

e. FEMALE ENROLLMENT
Report the number of female students enrolled.

f. GRADE LEVEL
Indicate the grade level of the majority of students in this class by circling: **K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, MGK-8 (multiple grades-no majority K-8), or MG9-12 (multiple grades-no majority 9-12).**

g. UC/CSU REQUIREMENTS
Indicate either **"Yes"** or **"No"** as to whether the course is certified as meeting the UC/CSU requirements for admission.

h. NCLB CORE
Indicate whether this class is a core academic class under No Child Left Behind (NCLB) by reporting: **Yes-Elementary, Yes-Secondary, or No.**

i. NCLB COMPLIANT
Indicate whether the teacher is NCLB compliant to teach the course by reporting: **Yes** on the basis of **education and/or testing, Yes** on the basis of High Objective Uniform State Standard Evaluation **(HOUSSE), or No.**

	Code (a)	Description (b)	Percent* (c)	Male Enroll (d)	Female Enroll (e)	Grade Level Circle one (f)	UC/CSU Check one (g)	NCLB Core Check one (h)	NCLB Compliant Check one (i)
1	3 0 0 0	Multiple Subject – Special Day	100 %	6	7	K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	* Yes ☐ No	* Yes –Elementary ☐ Yes –Secondary ☐ No	* Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
2			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
3			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
4			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
5			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
6			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
7			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
8			%			K 1 2 3 4 5 6 7 8 9 10 11 12 MGK-8 MG9-12	☐ Yes ☐ No	☐ Yes –Elementary ☐ Yes –Secondary ☐ No	☐ Yes –Education/Testing ☐ Yes –HOUSSE ☐ No
* Total Percent must be 100% whether full-time or part-time, unless paid to Teach Over 100% is marked "Yes." **Total Percent:**			100 %						

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Questions

On Counting HQT and Reporting?

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Compliance Monitoring, Interventions and Sanctions Program

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Authority to Monitor

Sec. 2141 Technical Assistance and Accountability

- (a) if a State educational agency determines, based on the reports described in section 1119(b)(1), that a local educational agency in the State has failed to make progress toward meeting the annual measurable objectives described in section 1119(a)(2), for 2 consecutive years, such a local educational agency shall develop an improvement plan that will enable the agency to meet such annual measurable objectives and that specifically address issues that prevented the agency from meeting such annual measurable objectives
- (b) Technical Assistance – During the development of the improvement plan described in subsection (a) and throughout implementation of the plan, the State educational agency shall –

  (1) provided technical assistance to the local educational agency

  (2) provided technical assistance, if applicable, to schools serviced by the local educational agency that need assistance to enable the local educational agency to meet the annual measurable objectives in section 1119(a)(2)

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Authority to Monitor

- State Board of Education Approved Program of Monitoring
  - January 2006

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CMIS Data 2005

- Got Better Data? Let's Have it!
  - If you feel any of your C or C2 schools are currently able to report at least 95% HQT you may immediately redo the data and fax the new data directly to the CMIS program (916-323-2807).
    - Must be done no later than October 10, 2006. Late submissions will not be accepted.
    - After review any school that is currently reporting at least 95% will be moved to the A category. This may prevent site monitoring.
      - Should your CBEDS data not match what you send us a site visit will be scheduled!

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Got Better Data? Let's Have it! continued

- What to send
  - Elementary: list of current teachers, grade/subject, how compliant
    - Example Mary Muffet 1st HOUSSE
  - Secondary: 2006/07master schedule, number of NCLB core academic classes on each site, number of NCLB core academic classes taught by HQT
    - Example
    - Data must be verified by superintendent or designee

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Questionnaire

- Please complete the questionnaire for all schools in the district that are currently not in the CMIS program

NEVER MIND - - WE GOT IT

DUE September 18, 2006

E-mail to keaton@cde.ca.gov

or

Fax 916-323-2807

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CMIS-Group A

All schools that failed to meet their AMOs for two consecutive years, but reported 85% or higher compliance

If you have only A Schools

- LEA Must Complete
  - School District Monitoring Protocol
- Each Site Must Complete
  - School Site General Qualifications Worksheet with plan for each non-compliant teacher to be HQ by June 2007
  - Accurate count of HQT compliance for 2006/07
  - Address any concerns around the equitable distribution of experienced teachers
- Optional self-study with correlating plan
  - Plan Details See Slide 81 (Equitable Distribution…)

DUE

November 1, 2006

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CMIS-Group B

All schools that failed to meet their AMOs for two consecutive years, but reported between 84% and 70% compliance

If you have only A and B Schools

- LEA Must Complete – Due November 1, 2006
  - School District Monitoring Protocol

- LEA Must Complete – Due January 8, 2007
  - LEA Self-Study with Equitable Distribution of Experienced and Highly Qualified Teachers Plan
    - For Details See Slide 85 (Equitable Distribution…)

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CMIS-Group B

All schools that failed to meet their AMOs for two consecutive years, but reported between 84% and 70% compliance

If you have only A and B Schools

- Site Must Complete – Due November 1, 2006
  - School Site General Qualifications Worksheet with plan for each non-compliant teacher to meet NCLB requirements by June 2007
  - Accurate count of HQT compliance for 2006/07
- Site Must Complete – Due January 8, 2007
  - Self-Study
    - For Plan Details See Slide 85 (Equitable Distribution…)

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CMIS-Group C

All schools that failed to meet their AMOs for two consecutive years, or met their AMO for at least one year, but reported 69% or lower compliance, or met AMOs but are reporting 70% or lower compliance.

If you have any C or C2 Schools

STEP ONE: Due November 1, 2006

- LEA to complete
  - School District Monitoring Protocol
- Site to complete
  - School Site General Qualifications Worksheet
- LEA and Site to complete
  - Self-Study

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STEP TWO: Date To Be Determined

CDE staff will, upon receipt of the aforementioned items, visit the LEA to create working plan with district personnel.

- The district plan will:
  - identify and demonstrate how all non-compliant teacher will meet NCLB requirements by June 2007, especially Title I teachers and Title II class size reduction teachers and those teaching in high poverty, high minority schools.
  - identify how funds will be redirected to support plan
  - Develop recruitment and retention practices and procedures that will promote compliance, especially as it relates to the equitable distribution of experienced and highly qualified teachers throughout the districts
  - identify areas where compliance has been difficult and how these concerns will be met in the future

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CMIS Timelines

Recap

- September 18, 2006
  - LEA Questionnaire
- November 1, 2006
  - LEA Monitoring Protocol
  - School Site General Qualifications Worksheet
  - Accurate Count of HQT Compliance
  - Self-Study (If LEA has any C or C2 Schools)
- Due January 8, 2007
  - Self-Study with plan of actions (A and B Schools Only)

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Equitable Distribution of Experienced and Highly Qualified Teachers Plan

- Self-Study
  - Determine areas of concern around recruiting practices, policies and procedures; retaining practices, policies and procedures and other district/site level practices, policies and procedures related to equitable distribution of experienced and highly qualified teacher
- Equitable Distribution Plan – District Wide Plan
  - Plan must address each area of the self-study where weaknesses were found to exists with specific actions and timelines for implementation
  - Plan must demonstrate that no school with low AYP, high poverty, high minority students will have inexperienced and non-HQ teachers in percentages greater than schools with the highest percentage of experienced and HQ teachers.
    - If school A (low-poverty, low minority, AYP met) is 97% HQT compliant, then school B (high poverty, high minority, AYP not met) then school B must also attain 97% compliance or equalization of numbers must occur.

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Organization of Materials

- By Type of School: elementary, middle, high school and alternative
  - District protocol, Self Study (if required at this point)
  - Site qualification worksheets w/plans for non-HQ teachers, Self-Study (if required at this point)
    - » Secondary: 2006/07 master schedule, number of NCLB core academic classes on campus, number of NCLB core academic classes taught by HQT
    - » Elementary: List of teachers, grade/subject, how compliant
- Please include County, District Name, Contact Information

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Contact

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No Child Left Behind Professional Development Resource Guide

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Professional Development Resource Guide

Tab 5

- Purpose:
  - Provide meaningful strategies and resources to create and maintain effective professional development, training, recruitment, and retention within your LEA and/or site
- PD Website
  - Up and running by January 2007
  - Provides COE the opportunity to post and in turn others to find professional development opportunities in their area

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Comments Welcome!

- Please use and review the PD Guide and website at your convenience and let us know what you think!
- Contacts:
  - Roxane Fidler, Consultant
    (916) 323-4861
    rfidler@cde.ca.gov

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Date of Release			Average Years of Experience for District (AYE)								
Alameda												
	Alameda County Office Of Education					13.5 AYE						
		C	Alameda County Juvenile Hall/Court	no	18	17.6	81	56	69.1	Y	100%	83%
		C	Alameda County Community	no	9	18.1	42	27	64.3			
		C	Alameda County Alternative/Opportunity	no	7	9.8	25	11	44			
	Berkeley Unified					12.8 AYE						
		A	John Muir Elementary	no	16	16.6	17	15	88.2	No	50.6%	46.8
		A	Malcolm X Elementary	no	23	12.5	23	21	91.3	No	53.3%	51.5
		A	Oxford Elementary	no	18	13.5	17	16	94.1	Yes	40.0%	37.7
		A	Rosa Parks Environmental Science Magnet	no			25	23	92	Yes	58.0%	56.6
		B	Berkeley Alternative High	no	12	11.5	33	26	78.8	Yes	51.4%	86.9
		B	Berkeley High	no	168	10.9	670	516	77	Yes	27.1%	43.4
		B	King Middle	no	46	12.8	166	120	72.3	Yes	38.4%	44.2
		B	Longfellow Arts And Technology Middle	no	23	12	83	62	74.7	Yes	58.4%	63.3
		B	Washington Elementary	no	18	10.8	17	13	76.5	Yes	61.4%	39.8
		B	Willard Middle	no	26	10.8	85	69	81.2	Yes	59.6%	56.5
		C	Whittier/Arts	no	23	14.3	22	14	63.6	Yes	39.0%	46.1
		C2	Leconte Elementary	no	20	16.2	20	12	60	Yes	61.6%	53.8
	Castro Valley Unified					12.5 AYE						
		C	Redwood Continuation High	no	1	32	9	2	22.2			
		C2	Roy A. Johnson High	no	1	34	0	0	0			
	Fremont Unified					12.6 AYE						
		A	E. M. Grimmer Elementary	no	28	11	24	21	87.5			
	Hayward Unified					12.8 AYE						
		B	Bret Harte Middle	no	19	11.4	75	55	73.3			
		B	Bowman Elementary	no	28	13.7	22	16	72.7			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Glassbrook Elementary	no	26	10.3	24	19	79.2			
		B	Harder Elementary	no	36	12.4	29	22	75.9			
		B	Highland Elementary	no	19	12.2	17	13	76.5			
		B	Lorin A. Eden Elementary	no	29	17.3	23	18	78.3			
		C	Ruus Elementary	no	37	12	32	14	43.8			
		C	Hayward Project	no	5	18	5	2	40			
		C	Tyrrell Elementary	no	16	11	13	8	61.5			
		C	Eden Gardens Elementary	no	28	12.3	23	16	69.6			
		C	Cesar Chavez Middle	no	36	8.6	155	105	67.7			
		C	Treeview Elementary	no	24	17	21	14	66.7			
		C	Shepherd Elementary	no	21	11	19	13	68.4			
		C	Schafer Park Elementary	no	30	12.7	25	17	68			
		C	Markham Elementary	no	21	14.3	17	9	52.9			
		C	Longwood Elementary	no	37	14.2	35	20	57.1			
		C	Eldridge Elementary	no	25	9.6	22	15	68.2			
		C	Strobridge Elementary	no	26	16.5	24	12	50			
		C	East Avenue Elementary	no	24	16.3	20	13	65			
		C	Park Elementary	no	31	12	26	16	61.5			
		C	Burbank Elementary	no	33	15.5	27	16	59.3			
		C	Tennyson High	no	75	11.8	244	55	22.5			
		C	Hayward High	no	84	12.5	120	68	56.7			
		C	Brenkwitz High	no	6	10.8	36	15	41.7			
		C2	Mt. Eden High	no	95	12.9	183	65	35.5			
		C2	Cherryland Elementary	no	47	12.2	37	24	64.9			
	New Haven Unified					12.6 AYE						
		B	James Logan High	no	192	13.5	1603	1228	76.6			
		B	Cesar Chavez Middle	no	51	15.1	223	171	76.7			
		B	Barnard-White Middle	no	42	13.7	161	114	70.8			
		C	Alvarado Middle	no	47	12.4	201	127	63.2			
		C2	Alternative Learning Academy At Conley-Caraba	no	6	14	3	0	0			
		C2	Core Learning Academy At Conley-Caraballo Hig	no	9	7.3	35	20	57.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Newark Unified					11 AYE						
		C	Bridgepoint High (Continuation)	no	6	16.5	59	25	42.4			
		C	Progressive Academy	no	2	2	6	0	0			
		C	Crossroads High (Alternative)	no	4	26	58	15	25.9			
		C2	Newark Junior High	no	52	10.4	212	141	66.5			
		C2	Newark Memorial High	no	102	12.3	435	267	61.4			
		C2	New Beginnings Academy	no	1	10	4	0	0			
	Oakland Unified					12.12 AYE						
		A	Burckhalter Elementary	no			7	6	85.7			
		A	Think College Now	no	12	5.5	10	9	90			
		A	Peralta Elementary	no			10	9	90			
		B	Kaiser Elementary	no			11	8	72.7			
		B	Glenview Elementary	no			18	14	77.8			
		B	Garfield Elementary	no			33	24	72.7			
		B	Emerson Elementary	no			11	8	72.7			
		B	Cleveland Elementary	no			14	11	78.6			
		B	La Escuelita Elementary	no			11	9	81.8			
		B	Carl B. Munck Elementary	no			14	11	78.6			
		B	Joaquin Miller Elementary	no			14	11	78.6			
		B	Crocker Highlands Elementary	no			16	12	75			
		B	Laurel Elementary	no			20	14	70			
		B	Lincoln Elementary	no			24	20	83.3			
		B	Markham Elementary	no			20	15	75			
		B	Maxwell Park Elementary	no			15	11	73.3			
		B	Santa Fe Elementary	no			14	11	78.6			
		B	Sequoia Elementary	no			14	11	78.6			
		B	Thornhill Elementary	no			16	13	81.3			
		B	Martin Luther King Jr. Elementary	no			16	12	75			
		B	Bella Vista Elementary	no			21	15	71.4			
		B	Grass Valley Elementary	no			8	6	75			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Hoover Elementary	no			15	11	73.3			
		B	Mandela High	no			66	49	74.2			
		B	Rudsdale Continuation	no			10	7	70			
		C	Lowell Middle	no			21	9	42.9			
		C	Paul Robeson College Preparatory School Of Vi	no			63	38	60.3			
		C	Calvin Simmons Middle	no			131	58	44.3			
		C	Frick Middle	no			121	22	18.2			
		C	Elmhurst Middle	no			139	26	18.7			
		C	Allendale Elementary	no			11	5	45.5			
		C	Bret Harte Middle	no			183	87	47.5			
		C	Westlake Middle	no			146	41	28.1			
		C	Whittier Elementary	no			24	12	50			
		C	Yes, Youth Empowerment	no	11	5	33	18	54.5			
		C	Tilden Elementary	no			0	0	0			
		C	Stonehurst Elementary	no			27	13	48.1			
		C	Sobrante Park Elementary	no			11	6	54.5			
		C	College Preparatory And Architecture Academy	no			78	31	39.7			
		C	Business And Information Technology High	no			95	34	35.8			
		C	Claremont Middle	no			122	18	14.8			
		C	Bunche	no			5	0	0			
		C	Metwest High	no			19	2	10.5			
		C	Ralph Bunche Academy	no			16	7	43.8			
		C	Kipp Bridge College Preparatory	no	11	2.2	6	2	33.3			
		C	Urban Promise Academy	no	14	6.2	48	12	25			
		C	Melrose Leadership Academy	no			29	10	34.5			
		C	International Community	no			11	7	63.6			
		C	Montera Middle	no			141	31	22			
		C	Laney Middle	no			0	0	0			
		C	Redwood Heights Elementary	no			12	8	66.7			
		C	Media College Preparatory	no			68	32	47.1			
		C	Madison Middle	no			79	15	19			
		C	Havenscourt Middle	no			120	47	39.2			
		C	Carter Middle	no			17	9	52.9			
		C	Edna Brewer Middle	no	37	6.3	139	24	17.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Highland Elementary	no			18	7	38.9			
		C	Ascend	no			23	11	47.8			
		C	Cole Middle	no			60	12	20			
		C	Prescott Elementary	no			18	10	55.6			
		C	Roosevelt Middle	no			184	38	20.7			
		C	Merritt Middle College High (Alternative)	no			19	1	5.3			
		C	Franklin Elementary	no			29	20	69			
		C	Life Academy	no			0	0	0			
		C	Chabot Elementary	no			22	15	68.2			
		C	Lionel Wilson College Preparatory Academy (Ch	yes	20	5.5	19	6	31.6			
		C	Hillcrest Elementary	no			19	13	68.4			
		C	Dewey Academy Senior High	no			24	3	12.5			
		C	Howard Elementary	no			11	5	45.5			
		C	Oakland Senior High	no			334	160	47.9			
		C	Oakland Technical Senior High	no			319	131	41.1			
		C	Brookfield Elementary	no			22	13	59.1			
		C	Skyline High	no			380	146	38.4			
		C	Sherman Elementary	no			10	5	50			
		C	Oakland Community Day High	no			4	0	0			
		C	Piedmont Avenue Elementary	no			16	11	68.8			
		C	East Oakland School Of The Arts	no	19	4.2	79	26	32.9			
		C	Montclair Elementary	no			14	8	57.1			
		C	East Oakland Community High	no	11	3.6	50	0	0			
		C	Encompass Academy Elementary	no	11	6.2	8	5	62.5			
		C	Leadership Preparatory High	no			100	42	42			
		C	Lockwood Elementary	no			21	10	47.6			
		C	Oakland Community Day Middle	no			0	0	0			
		C	Lakeview Elementary	no			15	10	66.7			
		C	Lafayette Elementary	no			16	10	62.5			
		C	Marshall Elementary	no			11	5	45.5			
		C	Explorer Middle	no			24	6	25			
		C	Jefferson Elementary	no			33	14	42.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Horace Mann Elementary	no			16	9	56.3			
		C	Manzanita Elementary	no			20	13	65			
		C2	Parker Elementary	no			13	9	69.2			
		C2	Expression, Excellence, Community, Empowermen	no			63	17	27			
		C2	Sankofa Academy	no	9	5.6	13	9	69.2			
		C2	Reach Academy	no	6	5	6	2	33.3			
		C2	Webster Academy (K-6)	no	30	4.8	23	4	17.4			
		C2	Far West	no	11	6.1	32	20	62.5			
		C2	Seed Elementary	no			8	5	62.5			
		C2	Kizmet Academy Middle	no			12	4	33.3			
		C2	Business, Entrepreneurial School Of Technolog	no			72	0	0			
		C2	Millsmont Academy	yes	13	4.9	11	5	45.5			
		C2	Lazear Elementary	no			16	11	68.8			
		C2	Leadership Public Schools Oakland	yes	5	3.6	16	8	50			
		C2	Rise Community	no			9	6	66.7			
	Piedmont City Unified											
		A	Piedmont Middle	no			113	98	86.7			
	San Leandro Unified											
		A	Garfield Elementary	no			21	18	85.7			
		A	Monroe Elementary	no			22	19	86.4			
		A	Jefferson Elementary	no			27	23	85.2			
		C2	Arroyo High	no			201	44	21.9			
		C2	San Lorenzo High	no			178	41	23			
		C2	Washington Manor Middle	no			115	12	10.4			
		C2	Royal Sunset (Continuation)	no			65	8	12.3			
		C2	Bohannon Middle	no			186	12	6.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	San Lorenzo Unified											
		B	Dayton Elementary	no			22	17	77.3			
Amador												
	Amador County Unified											
		C	Independence High (Continuation)	no			18	6	33.3			
		C2	North Star Independent Study	no			31	7	22.6			
Butte												
	Biggs Unified											
		A	Biggs Elementary	no			17	16	94.1			
		B	Biggs High	no			46	39	84.8			
		B	Biggs Middle	no			24	18	75			
		C	Biggs Secondary Community Day	no			1	0	0			
		C2	Biggs Public Charter	no			12	8	66.7			
	Butte County Office Of Education											
		C	Learning Community Charter	no			181	112	61.9			
		C	Butte County Juvenile Hall/Community	no			36	21	58.3			
		C2	Butte County Special Education	no			37	13	35.1			
		C2	North County Community	no			11	6	54.5			
	Chico Unified											
		B	Fair View High (Continuation)	no			61	45	73.8			
		C	Oakdale	no			7	1	14.3			
		C	Loma Vista	no			2	1	50			
		C	Center For Alternative Learning	no			9	3	33.3			
		C2	Nord Country	yes			4	2	50			
RELEASED	*Durham Unified*											
	August-06	C	Mission High	no			1/1	0/1	0/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Oroville Union High											
		A	Prospect High (Continuation)	no			24	21	87.5			
		C	Oroville High Community Day	no			7	3	42.9			
	Palermo Union Elementary											
	August-06	C	Honcut	no			2/1	1/1	50/100			
	Paradise Unified											
		C	Paradise Community Day	no			1	0	0			
		C2	Paradise Charter Network (155)	no			9	2	22.2			
Calaveras												
RELEASED	*Bret Harte Union High*											
	August-06	A	Bret Harte Union High	no			137/16:	132/161	96.4/100			
	August-06	C	Vallecito Continuation High	no			4/19	2/19	50/100			
	August-06	C	John Vierra High	no			6/5	1/5	16.7/100			
	Calaveras Unified											
		C	West Point Alternative	no			1	0	0			
		C2	Gold Strike High	no			15	0	0			
		C2	Jenny Lind High	no			1	0	0			
RELEASED	*Mark Twain Union Elementary*											
	August-06	C	Mark Twain Elementary	no			55/44	25/44	45.5/100			
Colusa												
	Colusa County Office Of Education											
		B	Colusa County Alternative/Opportunity	no			4	3	75			
		C	Juvenile Hall-Nielson	no			9	6	66.7			
		C	Colusa County Special Education	no			17	11	64.7			
		C2	Colusa County Community	no			5	2	40			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Maxwell Unified											
		C	Prine (Enid) High (Continuation)	no			11	4	36.4			
	Pierce Joint Unified											
		B	Pierce High	no			62	52	83.9			
		B	Lloyd G. Johnson Junior High	no			42	33	78.6			
		C2	Arbuckle Alternative High (Continuation)	no			5	3	60			
	Williams Unified											
		B	Williams Middle	no			51	42	82.4			
		C2	Mid Valley High (Continuation)	no			17	11	64.7			
Contra Costa												
	Acalanes Union High											
		C	Del Oro High (Continuation)	no			16	11	68.8			
	Antioch Unified											
		C	Learner-Centered Charter	no			10	6	60			
		C2	Prospects High (Alternative)	no			25	15	60			
		C2	Bidwell Elementary	no			7	3	42.9			
		C2	Park Middle	no			40	26	65			
		C2	Bridges	no			2	1	50			
		C2	Live Oak High (Continuation)	no			10	3	30			
	Byron Union Elementary											
		A	Discovery Bay Elementary	no			21	18	85.7			
	Contra Costa County Office Of Education											
		C	Golden Gate Community	no			8	3	37.5			
		C	Contra Costa County Court	no			14	4	28.6			
		C	East Gate Community Day	no			2	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
			Central County Special Education	no	No NCLB Core Academic Classes							
			Far East County Special Education	no	No NCLB Core Academic Classes							
		C2	Floyd Marchus	no			17	9	52.9			
			East County Special Education	no	No NCLB Core Academic Classes							
RELEASED	*Knightsen Elementary*											
	August-06	A	Knightsen Elementary	no			23/24	22/24	95.7/100			
	Lafayette Elementary											
		A	Lafayette Elementary	no			25	24	96			
	Martinez Unified											
		A	John Muir Elementary	no			23	22	95.7			
		A	Las Juntas Elementary	no			17	15	88.2			
		C	Vicente Martinez High	no			25	5	20			
		C	Briones (Alternative)	no			4	0	0			
	Mt. Diablo Unified											
		A	Pine Hollow Middle	no			124	109	87.9			
		B	Riverview Middle	no			164	134	81.7			
		B	Oak Grove Middle	no			159	125	78.6			
		C	Nueva Vista High (Continuation)	no			9	4	44.4			
		C	Sunrise (Special Education)	no			7	4	57.1			
		C2	Gateway High (Continuation)	no			8	2	25			
		C2	El Dorado Middle	no			199	137	68.8			
		C2	Eagle Peak Montessori	no			2	0	0			
	San Ramon Valley Unified											
		C	Monte Vista High	no			447	0	0			
		C	Tassajara Hills Elementary	no			32	0	0			
		C	Sycamore Valley Elementary	no			32	0	0			
		C	Golden View Elementary	no			28	16	57.1			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Greenbrook Elementary	no			29	18	62.1			
		C	Twin Creeks Elementary	no			25	13	52			
		C	Vista Grande Elementary	no			28	0	0			
		C	San Ramon Valley High	no			417	0	0			
		C2	Windemere Ranch Middle	no			77	4	5.2			
		C2	Iron Horse Middle	no			171	98	57.3			
		C2	California High	no			436	263	60.3			
		C2	Venture (Alternative)	no			16	0	0			
		C2	Coyote Creek Elementary	no			33	23	69.7			
		C2	Del Amigo High (Continuation)	no			16	6	37.5			
		C2	Charlotte Wood Middle	no			211	131	62.1			
		C2	Quail Run Elementary	no			9	5	55.6			
	Walnut Creek Elementary											
		A	Walnut Creek Intermediate	no			51	49	96.1			
	West Contra Costa Unified											
		A	Vista High (Alternative)	no			18	16	88.9			
		C	Delta Continuation High	no			18	3	16.7			
		C	Lovonya Dejean Middle	no			113	73	64.6			
		C	Crespi Junior High	no			119	69	58			
		C	Stewart Elementary	no			45	30	66.7			
		C	Samuel Gompers Continuation	no			45	20	44.4			
		C	Transition Learning Center	no			11	3	27.3			
		C	Kappa Continuation High	no			21	8	38.1			
		C	Middle College High	no			54	33	61.1			
		C	North Campus Continuation	no			39	18	46.2			
		C	Leadership Public Schools: Richmond	yes			51	29	56.9			
		C	Sigma Continuation High	no			19	0	0			
		C2	Omega Continuation High	no			9	3	33.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Harbour Way Elem Community Day	no			3	2	66.7			
Del Norte												
	Del Norte County Office Of Education											
		C	Mccarthy Center/Community	no			18	0	0			
		C	Del Norte County Alternative/Opportunity	no			100	0	0			
		C	Del Norte County Community Day	no			1	0	0			
		C	Elk Creek	no			9	0	0			
		C	Bar O	no			36	0	0			
		C	Castle Rock Charter	no			467	0	0			
El Dorado												
	El Dorado County Office Of Education											
		C	Blue Ridge	no			8	2	25			
		C	Charter Community And Extended Day	no			178	71	39.9			
		C2	Charter Transitional Reporting Educational Ce	no			4	2	50			
		C2	Special Education	no			18	10	55.6			
	El Dorado Union High											
		A	Oak Ridge High	no			270	261	96.7			
		A	Ponderosa High	no			294	272	92.5			
		C	Edushd Community Day	no			6	3	50			
RELEASED	*Gold Trail Union Elementary*											
	August-06	C	Sutter's Mill Primary	no			0/12	0/12	0/100			
Fresno												
	Central Unified											
		A	Rio Vista Middle	no			39	35	89.7			
		A	River Bluff Elementary	no			38	37	97.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Teague Elementary	no			37	36	97.3			
	Clovis Unified											
		C	Enterprise Alternative	no			252	2	0.8			
		C	Gateway High (Continuation)	no			261	93	35.6			
		C2	Clovis Community Day Secondary	no			63	0	0			
		C2	Harold L. Woods Elementary	no			0	0	0			
	Coalinga-Huron Joint Unified											
		C	Chesnut High (Continuation)	no			4	1	25			
		C	Coalinga-Huron Community Day	no			4	1	25			
		C	Cambridge High	no			4	2	50			
		C2	Coalinga High	no			210	144	68.6			
		C2	Huron Middle	no			29	20	69			
	Firebaugh-Las Deltas Joint Unified											
		B	Firebaugh High	no			147	108	73.5			
		C	Arthur E. Mills Intermediate	no			16	10	62.5			
	Fresno County Office Of Education											
		B	Edison-Bethune Charter Academy	yes			33	28	84.8			
		B	Teilman Community Day	no			38	31	81.6			
		C2	Fresno County Community	no			16	4	25			
		C2	Fresno County Court	no			129	82	63.6			
	Fresno Unified											
		B	Edison High	no			373	293	78.6			
		B	Fresno High	no			442	359	81.2			
		C	Phoenix Elementary Academy Community Day	no			4	0	0			
		C	Roosevelt Continuation	no			26	1	3.8			
		C	Irwin O. Addicot Elementary	no			0	0	0			
		C	Fulton Special Education	no			13	0	0			
		C	Dewolf Continuation High	no			94	46	48.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	New Millenium Charter	yes			11	2	18.2			
		C	New Horizon High	no			12	0	0			
		C	Dewolf West High	no			4	0	0			
		C	Florence E. Rata	no			0	0	0			
		C2	Learning	yes			59	25	42.4			
		C2	Design Science Early College High	no			2	0	0			
		C2	Fresno Prep Academy	yes			72	47	65.3			
	Golden Plains Unified											
		C	Tranquillity High	no			19	9	47.4			
		C2	San Joaquin Elementary	no			50	30	60			
	Kings Canyon Joint Unified											
		C	Mountain View (Alternative)	no			45	8	17.8			
	Kingsburg Elementary Charter											
		A	Washington Elementary	no			28	26	92.9			
	Laton Joint Unified											
		A	Laton Elementary	no			21	19	90.5			
	Mendota Unified											
		A	Mccabe Junior High	no			15	13	86.7			
		A	Mccabe Elementary	no			32	29	90.6			
		B	Washington Elementary	no			37	31	83.8			
		C2	Crescent View West Charter	yes			56	32	57.1			
	Parlier Unified											
		B	Mathew J. Brletic Elementary	no			22	17	77.3			
		C2	Crescent View Charter High School	yes			60	32	53.3			
	Raisin City Elementary											
		C	Raisin City Elementary	no			13	9	69.2			
	Riverdale Joint Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Horizon High	no			1	0	0			
	Sanger Unified											
		C	Community Day	no			39	14	35.9			
		C	Hallmark Charter	no			1117	238	21.3			
		C	Taft High	no			165	0	0			
		C2	Kings River High (Continuation)	no			25	13	52			
	Selma Unified											
		C	Selma Independent	no			7	0	0			
	Washington Union High											
		B	Washington High	no			96	74	77.1			
		C2	Easton Community Day	no			4	0	0			
		C2	Easton Continuation High	no			13	5	38.5			
Glenn												
	Glenn County Office Of Education											
		C	Glenn County Juvenile Court	no			2	1	50			
		C2	Glenn County Special Education	no			23	9	39.1			
		C2	William Finch	no			9	5	55.6			
		C2	Glenn County Alternative/Opportunity	no			5	3	60			
RELEASED	*Plaza Elementary*											
	August-06	B	Plaza Elementary	no			6/6	5/6	83.3/100			
	Princeton Joint Unified											
		A	Princeton Junior-Senior High	no			30	29	96.7			
	Stony Creek Joint Unified											
		B	Elk Creek Junior-Senior High	no			19	15	78.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Humboldt												
	Eureka City Unified											
		B	Catherine L. Zane Middle	no			110	87	79.1			
		B	Winship Middle	no			92	75	81.5			
		B	Lafayette Elementary	no			18	15	83.3			
		C	Cic Program	no			5	0	0			
	Klamath-Trinity Joint Unified											
		B	Hoopa Valley High	no			72	61	84.7			
		B	Hoopa Valley Elementary	no			45	36	80			
		C	Weitchpec Elementary	no			1	0	0			
		C	Captain John Continuation	no			9	1	11.1			
RELEASED	*Northern Humboldt Union High*											
	Released	A	Northern Humboldt Community Day	no			7/6	6/6	85.7/100			
	Southern Humboldt Joint Unified											
	Released	C	Osprey Learning Center	no			3/3	0/3	0/100			
		C	Osprey Learning Center (Alternative)	no			3	0	0			
		C	South Fork Junior - Senior High	no			41	27	65.9			
Imperial												
	Brawley Union High											
		C	Renaissance	no			5	0	0			
		C	Brawley High	no			293	199	67.9			
	Calexico Unified											
		B	Calexico High	no			356	299	84			
		C	De Anza Junior High	no			316	181	57.3			
		C	William Moreno Junior High	no			292	202	69.2			
		C	Aurora High (Continuation)	no			183	60	32.8			
	Calipatria Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Midway High	no			4	1	25			
		C	Calipatria High	no			70	44	62.9			
		C2	Bill E. Young Jr. Middle	no			34	22	64.7			
	Central Union High											
		B	Central High	no			282	222	78.7			
	Holtville Unified											
		B	Holtville Junior High	no			72	54	75			
		C2	Sam Webb Continuation	no			37	20	54.1			
	Imperial County Office Of Education											
		C	Imperial County Special Education	no			23	0	0			
		C2	Imperial County Juvenile Hall/Community	no			55	37	67.3			
	Meadows Union Elementary											
		C	Meadows Elementary	no			37	16	43.2			
	San Pasqual Valley Unified											
		B	San Pasqual Valley High	no			67	47	70.1			
		C	Bill M. Manes High	no			5	2	40			
Kern												
	Arvin Union Elementary											
		B	Haven Drive Middle	no			47	35	74.5			
		B	Sierra Vista Elementary	no			56	43	76.8			
	Bakersfield City											
		A	Casa Loma Elementary	no			32	28	87.5			
		A	Hort Elementary	no			38	33	86.8			
		A	Mckinley Elementary	no			38	34	89.5			
		B	Cesar E. Chavez Elementary	no			27	21	77.8			
		C2	Rafer Johnson Community Day	no			7	0	0			

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		C2	Three R's Achievement Academy	no			3	2	66.7			
		C2	Washington Middle	no			16	11	68.8			
		C2	Emerson Middle	no			26	18	69.2			
	Fairfax Elementary											
		A	Virginia Avenue Elementary	no			31	30	96.8			
	Fruitvale Elementary											
		A	Discovery Elementary	no			37	34	91.9			
		A	Endeavour Elementary	no			40	39	97.5			
		B	Fruitvale Junior High	no			38	31	81.6			
	General Shafter Elementary											
		A	General Shafter Elementary	no			11	10	90.9			
	Kern County Office Of Education											
		C	Kern County Community	no			146	83	56.8			
		C2	Kern County Special Education	no			101	61	60.4			
		C2	Valley Oaks Charter	no			43	21	48.8			
	Kern Union High											
		B	Nueva Continuation High	no			14	10	71.4			
		C	Golden Valley High	no			367	166	45.2			
		C	Vista West Continuation	no			30	14	46.7			
		C2	East Bakersfield High	no			326	194	59.5			
		C2	Foothill High	no			383	231	60.3			
		C2	North High	no			381	141	37			
		C2	Shafter High	no			212	141	66.5			
		C2	Arvin High	no			396	265	66.9			
		C2	Kern Valley High	no			100	50	50			
		C2	Summit Continuation	no			4	1	25			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Special Services/Constellation	no			0	0	0			
		C2	Bakersfield High	no			427	270	63.2			
		C2	Ridgeview High	no			345	219	63.5			
		C2	Stockdale High	no			383	264	68.9			
		C2	West High	no			378	247	65.3			
		C2	Vista High (Continuation)	no			47	20	42.6			
		C2	South High	no			321	103	32.1			
		C2	Able Center High	no			0	0	0			
	Lost Hills Union Elementary											
		C	Lost Hills Elementary	no			16	9	56.3			
		C	A. M. Thomas Middle	no			9	4	44.4			
	Mojave Unified											
		A	California City Middle	no			59	53	89.8			
		C	Red Rock Elementary	no			1	0	0			
		C2	Joshua	no			34	19	55.9			
		C2	Mojave Senior High	no			151	105	69.5			
		C2	Red Rock Community Day	no			1	0	0			
		C2	Mojave Elementary	no			18	10	55.6			
	Richland Union Elementary											
		B	Redwood Elementary	no			34	28	82.4			
	Tehachapi Unified											
		A	Tehachapi High	no			203	198	97.5			
	Vineland Elementary											
		B	Vineland Elementary	no			25	21	84			
	Wasco Union High											
		A	Wasco High	no			278	247	88.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Independence High (Continuation)	no			11	6	54.5			
Kings												
	Armona Union Elementary											
		A	Armona Elementary	no			25	23	92			
		B	Parkview Middle	no			69	57	82.6			
	Corcoran Joint Unified											
		A	Bret Harte Elementary	no			28	26	92.9			
		A	John C. Fremont Elementary	no			26	23	88.5			
		A	Corcoran High	no			121	104	86			
	Hanford Elementary											
		C	Woodrow Wilson Junior High	no			124	64	51.6			
		C2	John F. Kennedy Junior High	no			120	79	65.8			
	Kings County Office Of Education											
		C	Kings County Special Education	no			70	39	55.7			
	Lemoore Union High											
		C	Jamison (Donald C.) High (Continuation)	no			15	9	60			
	Reef-Sunset Unified											
		A	Kettleman City Elementary	no			15	13	86.7			
Lake												
	Kelseyville Unified											
		C	Kelseyville Community Day	no			5	0	0			
		C2	Kelseyville High	no			108	6	5.6			
	Konocti Unified											
		A	Burns Valley Elementary	no			19	17	89.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Oak Hill Middle	no			95	65	68.4			
		C	Richard H. Lewis Alternative	no			0	0	0			
		C	Lower Lake High	no			119	58	48.7			
		C2	Genesis High	no			0	0	0			
		C2	Carle (William C.) High (Continuation)	no			26	18	69.2			
	Lake County Office Of Education											
		C	Renaissance Court	no			8	4	50			
		C	Redbud Community	no			16	4	25			
		C2	Clearlake Community	no			9	6	66.7			
	Middletown Unified											
		C	Loconoma Valley High	no			1	0	0			
	Upper Lake Union High											
		C	Upper Lake High	no			53	0	0			
		C	Clover Valley High (Continuation)	no			1	0	0			
			Upper Lake Community Day	no			1	0	0			
Lassen												
	Big Valley Joint Unified											
		B	Big Valley High	no			25	20	80			
		C	Gateway High (Continuation)	no			4	2	50			
	Lassen Union High											
		B	Lassen Community Day	no			25	20	80			
	Lassen Union High											
		C2	Diamond Mountain Charter High	no			12	8	66.7			
Los Angeles												
	ABC Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Richard Gahr High	no			311	65	20.9			
		C	Gretchen Whitney High	no			174	38	21.8			
		C	Carmenita Middle	no			130	23	17.7			
		C	Pharis F. Fedde Middle	no			96	23	24			
		C	Pliny Fisk Haskell Middle	no			106	23	21.7			
		C	Martin B. Tetzlaff Middle	no			110	24	21.8			
		C	Tracy (Wilbur) High (Continuation)	no			80	15	18.8			
		C	Artesia High	no			290	68	23.4			
		C	Cerritos High	no			347	82	23.6			
		C	Faye Ross Middle	no			119	25	21			
	Antelope Valley Union High											
		A	Littlerock High	no			308	284	92.2			
		A	Lancaster High	no			401	373	93			
		A	Highland High	no			417	396	95			
		A	Quartz Hill High	no			429	410	95.6			
		A	Palmdale High	no			397	374	94.2			
		A	William J. 'pete' Knight High	no			223	214	96			
		A	R. Rex Parris High	no			73	63	86.3			
		A	Antelope Valley High	no			334	318	95.2			
		B	Desert Winds Continuation High	no			96	72	75			
		C	Desert Pathways	no			36	0	0			
		C2	Desert Sands Charter	yes			144	95	66			
		C2	Day	no			0	0	0			
	Baldwin Park Unified											
		A	Central Elementary	no			36	35	97.2			
		A	Vineland Elementary	no			46	43	93.5			
		A	Tracy Elementary	no			34	33	97.1			
		A	Kenmore Elementary	no			34	32	94.1			
		A	Ernest R. Geddes Elementary	no			41	40	97.6			
		A	Deanza Elementary	no			40	38	95			
		A	Foster Elementary	no			38	33	86.8			
		C	Baldwin Park Alternative	no			0	0	0			
	Bellflower Unified											
		A	Thomas Jefferson Elementary	no			34	31	91.2			

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		A	Washington Elementary	no			44	43	97.7			
		A	Bellflower Usd Intensive Learning Center	no			37	36	97.3			
		A	Ernie Pyle Elementary	no			29	27	93.1			
		A	Esther Lindstrom Elementary	no			39	38	97.4			
		A	Ramona Elementary	no			37	35	94.6			
	Beverly Hills Unified											
		A	Hawthorne Elementary	no			89	84	94.4			
		A	Beverly Hills High	no			421	409	97.1			
		C2	Moreno High (Continuation)	no			3	2	66.7			
	Bonita Unified											
		C	Vista (Alternative)	no			83	0	0			
		C2	Chaparral High (Continuation)	no			34	5	14.7			
	Castaic Union Elementary											
		A	Castaic Elementary	no			43	41	95.3			
		A	Live Oak Elementary	no			38	35	92.1			
	Claremont Unified											
		C	Community Day	no			41	9	22			
		C2	San Antonio High (Continuation)	no			44	14	31.8			
	Compton Unified											
		B	Bunche Middle	no			109	83	76.1			
		B	Mayo Elementary	no			31	23	74.2			
		B	Foster Elementary	no			34	25	73.5			
		B	Rosecrans Elementary	no			26	20	76.9			
		B	Emerson Elementary	no			35	25	71.4			
		B	Jefferson Elementary	no			29	22	75.9			
		B	Mckinley Elementary	no			23	17	73.9			
		B	Ralph Bunche Elementary	no			21	16	76.2			

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		B	Martin Luther King Elementar	no			33	27	81.8			
		B	Lincoln Elementary	no			21	16	76.2			
		B	Dickison Elementary	no			39	29	74.4			
		C	Frances Willard Elementary	no			19	12	63.2			
		C	Laurel Street Elementary	no			23	16	69.6			
		C	Roosevelt Elementary	no			55	38	69.1			
		C	Washington Elementary	no			28	16	57.1			
		C	Tibby Elementary	no			24	15	62.5			
		C	Ronald E. Mcnair Elementary	no			20	13	65			
		C	Bursch Elementary	no			22	12	54.5			
		C	Compton Community Day Middle	no			0	0	0			
		C	Thurgood Marshall	no			0	0	0			
		C	Compton Community Day High	no			0	0	0			
		C	Harriet Tubman High	no			0	0	0			
		C	Cesar Chavez Continuation High	no			147	96	65.3			
		C	Dominguez High	no			950	627	66			
		C	Compton High	no			637	438	68.8			
		C	Centennial High	no			487	297	61			
		C	Roosevelt Middle	no			156	88	56.4			
		C	Walton Middle	no			87	57	65.5			
		C	Willowbrook Middle	no			68	27	39.7			
		C	Whaley Middle	no			250	163	65.2			
		C	Caldwell Street Elementary	no			15	8	53.3			
		C	Vanguard Learning Center	no			77	29	37.7			
		C	Anderson Elementary	no			28	19	67.9			
		C2	Davis Middle	no			193	126	65.3			
	Downey Unified											
		A	Warren High	no			539	502	93.1			
	Duarte Unified											
		A	Beardslee Elementary	no			22	20	90.9			
	Eastside Union Elementary											

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		B	Tierra Bonita North Elementary	no			31	24	77.4			
		B	Eastside Elementary	no			38	30	78.9			
	El Monte City Elementary											
	August-06	C	Byron E. Thompson Elementary	no			16/15	4/15	25/100			
		C	Durfee Elementary	no			93	48	51.6			
		C	Rio Hondo Elementary	no			104	53	51			
	August-06	C2	Thompson Elementary (Oh)	no			5/9	0/9	0/100			
	El Rancho Unified											
		B	Rio Vista Elementary	no			20	14	70			
		B	Mary E. Meller Elementary	no			25	19	76			
		C	Ruben Salazar Continuation	no			116	51	44			
		C2	Rivera Middle	no			189	121	64			
		C2	North Park Middle	no			169	87	51.5			
	Glendale Unified											
		C	College View Center	no			9	0	0			
		C	Jewel City Community Day	no			6	3	50			
	Gorman Elementary											
		B	Lifeline Education Charter	yes			8	6	75			
		C2	Gorman Elementary	no			3	0	0			
	Hawthorne Elementary											
		B	Prairie Vista Middle	no			192	150	78.1			
		C2	Hawthorne Middle	no			153	101	66			
		C2	Bud Carson Middle	no			135	90	66.7			
	La Canada Unified											
		C	Foothills (Special Education)	no			5	0	0			

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	Lancaster Elementary											
		B	Crossroads Community Day	no			4	3	75			
	Long Beach Unified											
		A	Rogers Middle	no			129	119	92.2			
		A	Hamilton Middle	no			204	186	91.2			
		A	Cubberley Elementary	no			98	93	94.9			
		A	Sutter Elementary	no			133	129	97			
		A	Wilson High	no			852	824	96.7			
		C2	Community Day	no			3	2	66.7			
	Los Angeles County Office Of Education											
		A	International Polytechnic High	no			30	28	93.3			
		C	Los Angeles County Special Education	no			325	57	17.5			
		C	Soledad Enrichment Action	no			47	25	53.2			
	Los Angeles Unified											
		A	Para Los Ninos Charter	yes			10	9	90			
		A	San Fernando Senior High	no			662	569	86			
		B	Edwin Markham Middle	no			254	194	76.4			
		B	Arco Iris Primary Center	no			12	9	75			
		B	Johnnie Cochran, Jr., Middle	no			248	191	77			
		B	Coliseum Street Elementary	no			20	14	70			
		B	Playa Del Rey Elementary	no			15	12	80			
		B	Samuel Gompers Middle	no			261	193	73.9			
		B	John A. Sutter Middle	no			223	173	77.6			
		B	Daniel Webster Middle	no			159	114	71.7			
		B	David Wark Griffith Middle	no			355	273	76.9			
		B	Phineas Banning Senior High	no			459	369	80.4			
		B	Carson Senior High	no			486	389	80			
		B	Chatsworth Senior High	no			401	332	82.8			

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		B	Valley Alternative Magnet	no			60	42	70			
		B	Mt. Lukens Continuation	no			12	9	75			
		B	Stella Middle Charter Academy	yes			50	42	84			
		B	Grover Cleveland High	no			574	438	76.3			
		B	Magnolia Science Academy	yes			69	49	71			
		C	Foshay Learning Center	no			608	374	61.5			
		C	Community Charter Middle	yes			50	14	28			
		C	Ernest P. Willenberg Special Education Center	no			0	0	0			
		C	Marlton	no			10	0	0			
		C	Macarthur Park Primary Center	no			18	9	50			
		C	Berenece Carlson Home Hospital	no			268	54	20.1			
		C	Ellen Ochoa Learning Center	no			129	29	22.5			
		C	James J. Mcbride Special Education Center	no			0	0	0			
		C	Sophia T. Salvin Special Education Center	no			34	16	47.1			
		C	Tri-C Community Day	no			64	12	18.8			
		C	Del Rey Continuation	no			15	9	60			
		C	Evergreen Continuation	no			16	7	43.8			
		C	Susan Miller Dorsey Senior High	no			294	193	65.6			
		C	John R. Wooden High	no			16	10	62.5			
		C	Pueblo De Los Angeles Continuation	no			17	0	0			
		C	San Antonio Continuation	no			16	2	12.5			
		C	Temescal Canyon Continuation	no			10	5	50			
		C	Whitney Young Continuation	no			18	12	66.7			
		C	Monterey Continuation	no			19	7	36.8			
		C	Central Continuation	no			98	22	22.4			
		C	Benjamin Banneker Special Education Center	no			0	0	0			
		C	William Tell Aggeler Opportunity High	no			8	3	37.5			
		C	Citylife Downtown Charter School	yes			40	20	50			

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		C	Simon Rodia Continuation	no			14	0	0			
		C	Amelia Earhart Continuation	no			14	0	0			
		C	Moneta Continuation	no			12	4	33.3			
		C	Stoney Point Continuation	no			14	4	28.6			
		C	Highland Park Continuation	no			11	7	63.6			
		C	Miguel Leonis Continuation	no			10	3	30			
		C	Robert H. Lewis Continuation	no			9	6	66.7			
		C	Jack London Continuation	no			13	2	15.4			
		C	Metropolitan Continuation	no			67	22	32.8			
		C	Mission Continuation	no			15	9	60			
		C	Eagle Tree Continuation	no			15	8	53.3			
		C	George S. Patton Continuation	no			12	5	41.7			
		C	Indian Springs Continuation	no			13	5	38.5			
		C	Sojourner Truth Continuation	no			5	3	60			
		C	Kirk Douglas Continuation	no			11	7	63.6			
		C	Diane S. Leichman Special Education Center	no			47	1	2.1			
		C	Frank D. Lanterman	no			0	0	0			
		C	Whitman Continuation	no			21	9	42.9			
		C	Avalon Continuation	no			19	5	26.3			
		C	Owensmouth Continuation	no			14	7	50			
		C	Cornerstone Prep Charter	yes			34	21	61.8			
		C	Boyle Heights Continuation	no			14	5	35.7			
		C	David Starr Jordan Senior High	no			352	202	57.4			
		C	Alain Leroy Locke Senior High	no			471	322	68.4			
		C	Ramona Opportunity High	no			36	11	30.6			
		C	Joseph Pomeroy Widney High	no			13	1	7.7			
		C	City Of Angels	no			377	247	65.5			
		C	Community Harvest Charter	yes			15	5	33.3			
		C	CDS Secondary	no			98	20	20.4			

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		C	Avalon Gardens Elementary	no			15	9	60			
		C	Fred E. Lull Special Education Center	no			0	0	0			
		C	Charles Leroy Lowman Special Education Center	no			0	0	0			
		C	Frances Blend Special Education Center	no			13	6	46.2			
		C	Joaquin Miller High	no			2	0	0			
		C2	Valley View Elementary	no			12	8	66.7			
		C2	Dena New Primary Center	no			8	4	50			
		C2	Los Angeles New Primary Center #5	no			9	6	66.7			
		C2	Center	no			20	9	45			
		C2	Washington New Primary Center #1	no			12	7	58.3			
		C2	Harvard Elementary	no			22	15	68.2			
		C2	Weigand Avenue Elementary	no			26	17	65.4			
		C2	South La Area New High #1	no			274	154	56.2			
		C2	Kingsley Elementary	no			26	17	65.4			
		C2	Olympic Primary Center	no			14	7	50			
		C2	Alternative Education	no			0	0	0			
		C2	High Tech High	no			60	29	48.3			
		C2	Day	no			8	4	50			
		C2	Community Day	no			35	24	68.6			
		C2	Aggeler Community Day	no			52	17	32.7			
		C2	Johnson Community Day	no			36	22	61.1			
		C2	Middle	no			381	258	67.7			
		C2	Harbor Teacher Preparation Academy	no			36	25	69.4			
		C2	Jane Addams Continuation	no			14	0	0			
		C2	South East High	no			181	126	69.6			
		C2	Middle College High	no			55	38	69.1			
		C2	Zane Grey Continuation	no			31	10	32.3			
		C2	Harmony Elementary	no			46	28	60.9			
		C2	View Park Continuation	no			14	9	64.3			
		C2	Harold Mcalister High (Opportunity)	no			48	26	54.2			
		C2	Thomas Riley High	no			28	19	67.9			
		C2	Angel's Gate (Continuation)	no			10	6	60			
		C2	Independence Continuation	no			18	5	27.8			
		C2	Phoenix Continuation	no			15	4	26.7			
		C2	Aldama Elementary	no			37	25	67.6			
		C2	Cheviot Hills Continuation	no			9	6	66.7			

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		C2	Los Angeles Academy Of Arts & Enterprise Char	yes			3	2	66.7			
		C2	Will Rogers Continuation	no			18	8	44.4			
		C2	Pio Pico Elementary	no			159	99	62.3			
		C2	Henry David Thoreau Continuation	no			9	6	66.7			
		C2	Elementary	no			36	23	63.9			
		C2	Unlimited	no			72	42	58.3			
		C2	Southeast Area New Learning Center	no			87	60	69			
		C2	South Gate New Elementary #6	no			27	17	63			
		C2	Charles Maclay Middle	no			159	109	68.6			
		C2	Robert A. Millikan Middle	no			257	158	61.5			
		C2	C. Morley Sellery Special Education Center	no			11	5	45.5			
		C2	Sven Lokrantz Special Education Center	no			26	16	61.5			
		C2	Sun Valley Middle	no			522	353	67.6			
		C2	Albert Einstein Continuation	no			12	4	33.3			
		C2	Animo South Los Angeles Charter	yes			9	6	66.7			
		C2	Elementary	no			65	41	63.1			
		C2	South Park Elementary	no			59	34	57.6			
		C2	Thirty-Second Street Usc Performing Arts	no			154	84	54.5			
		C2	Topanga Learn-Charter Elementary	no			16	11	68.8			
		C2	Community	no			50	8	16			
		C2	Ninety-Second Street Elementary	no			49	33	67.3			
		C2	Ca Academy For Liberal Studies Early College	yes			52	24	46.2			
		C2	Camino Nuevo High School Charter	yes			49	29	59.2			
		C2	Harrison Street Elementary	no			64	29	45.3			
		C2	Charter	yes			8	5	62.5			
		C2	Elementary	no			26	18	69.2			
		C2	Southern California School Of Arts And Scienc	yes			32	21	65.6			
		C2	Community Charter Early College High	yes			65	43	66.2			
		C2	View Park Preparatory Accelerated Charter Mid	yes			0	0	0			
		C2	Our Community Charter	yes			0	0	0			
		C2	Los Angeles Leadership Academy	yes			52	28	53.8			

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		C2	Lakeview Charter Academy	yes			20	5	25			
		C2	Port Of Los Angeles High	yes			34	15	44.1			
		C2	Milagro Charter	yes			7	4	57.1			
		C2	Continuation	no			13	7	53.8			
		C2	Opportunities Unlimited Charter High	yes			25	15	60			
		C2	Nevin Avenue Elementary	no			47	31	66			
		C2	#1	no			29	19	65.5			
		C2	Elementary	no			25	15	60			
		C2	Clifford Street Elementary	no			12	8	66.7			
		C2	Elementary	no			25	16	64			
		C2	Tom Bradley Environmental Science And Humanit	no			30	20	66.7			
		C2	Elizabeth Learning Center	no			144	97	67.4			
		C2	Farmdale Elementary	no			40	25	62.5			
		C2	Hillside Elementary	no			26	18	69.2			
		C2	Marvin Elementary	no			51	33	64.7			
		C2	Seventy-Fifth Street Elementary	no			80	52	65			
		C2	Elementary	no			66	46	69.7			
		C2	Martin Luther King Jr. Elementary	no			46	27	58.7			
		C2	Elementary	no			32	22	68.8			
		C2	Washington Irving Middle	no			225	145	64.4			
		C2	Elementary	no			60	39	65			
		C2	Wilshire Crest Elementary	no			35	24	68.6			
		C2	One Hundred Twenty-Second Street Elementary	no			44	26	59.1			
		C2	Park Avenue Elementary	no			39	27	69.2			
		C2	Elementary	no			63	43	68.3			
		C2	Purche Avenue Elementary	no			32	22	68.8			
		C2	Ocean Charter School	yes			11	4	36.4			
		C2	Melrose Avenue Elementary	no			16	11	68.8			
		C2	Elementary	no			25	15	60			
		C2	Magnet	no			70	35	50			
		C2	Ann Street Elementary	no			12	6	50			
		C2	Charles Drew Middle	no			352	236	67			
	Lynwood Unified											
		A	Lugo Elementary	no			21	19	90.5			
		A	Mark Twain Elementary	no			28	25	89.3			
		B	Wilson Elementary	no			35	29	82.9			

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		B	Rosa Parks Elementary	no			24	19	79.2			
	Manhattan Beach Unified											
		A	Mira Costa High	no			389	371	95.4			
		A	Manhattan Beach Middle	no			290	275	94.8			
	Monrovia Unified											
		B	Canyon Oaks High	no			30	22	73.3			
	Norwalk-La Mirada Unified											
		C	Reginald M. Benton Middle	no			26	16	61.5			
	Palos Verdes Peninsula Unified											
		B	Soleado Elementary	no			20	16	80			
	Pomona Unified											
		A	Alcott Elementary	no			47	42	89.4			
		A	Fremont Middle	no			148	127	85.8			
		A	Decker Elementary	no			28	27	96.4			
		A	C. Joseph Barfield Elementary	no			33	32	97			
		A	Madison Elementary	no			39	37	94.9			
		A	Lexington Elementary	no			35	32	91.4			
		A	Kingsley Elementary	no			38	34	89.5			
		A	Harrison Elementary	no			28	27	96.4			
		A	Diamond Point Elementary	no			22	21	95.5			
		A	Philadelphia Elementary	no			43	41	95.3			
		A	Mendoza Elementary	no			21	19	90.5			
		B	Diamond Ranch High	no			344	289	84			
		B	Park West High (Continuation)	no			71	55	77.5			
		B	Ganesha Senior High	no			322	263	81.7			
		C	Pomona Community Day	no			0	0	0			

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	San Gabriel Unified											
		C	Del Mar High	no			16	2	12.5			
	Santa Monica-Malibu Unified											
		A	Lincoln Middle	no			196	175	89.3			
		A	John Adams Middle	no			208	198	95.2			
	SBE - Animo Inglewood Charter											
		B	Animo Inglewood Charter High	yes			20	16	80			
	Sulphur Springs Union Elementary											
		A	Leona H. Cox Community Elementary	no			27	25	92.6			
		A	Valley View Elementary	no			44	42	95.5			
	Temple City Unified											
		A	Emperor Elementary	no			31	28	90.3			
		A	Oak Avenue Intermediate	no			162	150	92.6			
		C	Temple City Alternative	no			2	0	0			
		C	Temple City Community Learning Centre (Contin	no			2	0	0			
	Torrance Unified											
		A	South High	no			349	319	91.4			
		B	Calle Mayor Middle	no			96	81	84.4			
	Westside Union Elementary											
		B	Hillview Middle	no			28	22	78.6			
	Whittier City Elementary											
		A	Daniel Phelan Elementary	no			27	25	92.6			
		B	Walter F. Dexter Middle	no			290	234	80.7			
		B	Christian Sorensen Elementary	no			28	23	82.1			
		C2	Wallen L. Andrews Elementary	no			21	13	61.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Whittier Union High											
		A	La Serna High	no			391	374	95.7			
		C	Sierra Vista High (Alternative)	no			12	3	25			
	William S. Hart Union High											
		A	Sierra Vista Junior High	no			230	207	90			
		A	Canyon High	no			393	339	86.3			
	Wilsona Elementary											
		B	Wilsona Elementary	no			29	21	72.4			
	Wiseburn Elementary											
		A	Juan Cabrillo Elementary	no			22	21	95.5			
		A	Peter Burnett Elementary	no			17	16	94.1			
		A	Richard Henry Dana Middle	no			27	25	92.6			
Madera												
	Chawanakee Unified											
		C	Chawanakee Academy	no			15	10	66.7			
		C2	Cedar Continuation High	no			4	0	0			
	Chowchilla Elementary											
		A	Wilson Middle	no			25	24	96			
	Madera County Office Of Education											
		C	Discovery Secondary	no			4	0	0			
		C	Pioneer Technical Center	no			29	14	48.3			
		C2	Enterprise Secondary	no			20	6	30			
		C2	Madera County Special Education	no			120	79	65.8			
	Madera Unified											
		C	Mountain Vista High (Continuation)	no			90	22	24.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Furman (Duane E.) High (Alternative)	no			183	76	41.5			
		C2	Ripperdan High	no			39	16	41			
		C2	Madera High North	no			659	453	68.7			
	Yosemite Joint Union High											
		C	Ahwahnee High	no			1	0	0			
		C	Raymond Granite High	no			1	0	0			
		C	Foothill High (Alternative)	no			3	0	0			
		C	Evergreen High	no			4	0	0			
		C2	Mountain View High (Continuation)	no			2	0	0			
Marin												
	Marin County Office Of Education											
		C	Phoenix Academy	no			5	2	40			
		C2	Marin County Juvenile Hall/Community	no			9	5	55.6			
RELEASED	*Mill Valley Elementary*											
	August-06	C	Strawberry Point	no			15/19	10/19	66.7/100			
	Reed Union Elementary											
		A	Del Mar Intermediate	no			20	18	90			
	San Rafael City Elementary											
		B	Gallinas Elementary	no			45	34	75.6			
		C	James B. Davidson Middle	no			105	43	41			
		C2	San Pedro Elementary	no			18	12	66.7			
	San Rafael City High											
		B	Terra Linda High	no			180	128	71.1			
		B	San Rafael High	no			175	123	70.3			
RELEASED	*Tamalpais Union High*											
	August-06	A	San Andreas High (Continuation)	no			33/30	29/30	87.9/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Mariposa												
	Mariposa County Unified											
		C	Mariposa County Independent Learning	no			14	1	7.1			
		C	Coulterville High	no			10	3	30			
		C	Yosemite Park High	no			10	5	50			
Mendocino												
RELEASED	*Fort Bragg Unified*											
	August-06	C	Shelter Cove	no			1/1	0/1	0/100			
	Laytonville Unified											
		C	Laytonville Community Day	no			2	1	50			
	Mendocino County Office Of Education											
		C	West Hills Juvenile Hall Court	no			33	22	66.7			
		C	Mendocino County Community	no			24	11	45.8			
	Round Valley Unified											
		C	Eel River Charter	yes			3	2	66.7			
	Ukiah Unified											
		A	Calpella Elementary	no			17	16	94.1			
	Willits Unified											
		C	Willits Community Day	no			6	1	16.7			
Merced												
	Delhi Unified											
		B	Delhi High	no			102	84	82.4			
		C	Shattuck Educational Park Continuation	no			9	2	22.2			
	Dos Palos Oro Loma Joint Unified											
		C	Bryant Middle	no			135	54	40			

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		C	Dos Palos High	no			169	91	53.8			
		C	Westside High	no			15	7	46.7			
	Gustine Unified											
		A	Gustine High	no			93	81	87.1			
		C2	Gustine Community Day	no			0	0	0			
	Le Grand Union Elementary											
		A	Le Grand Elementary	no			20	19	95			
	Merced County Office Of Education											
		C	Valley Los Banos Community Day	no			17	6	35.3			
		C	Valley Community	no			64	25	39.1			
		C2	Valley Livingston Community Day	no			10	0	0			
		C2	Merced County Juvenile Hall/Community	no			23	2	8.7			
		C2	Valley Community Day (7-12)	no			13	4	30.8			
		C2	Valley Atwater Community Day	no			19	13	68.4			
		C2	Merced Union High School District Community D	no			0	0	0			
	Merced Union High											
		B	Livingston High	no			192	155	80.7			
		B	Golden Valley High	no			400	313	78.3			
		C	Yosemite High (Continuation)	no			35	8	22.9			
		C	Buhach Colony High	no			169	111	65.7			
	Planada Elementary											
		A	Planada Elementary	no			26	24	92.3			
Modoc												
	Surprise Valley Joint Unified											
		B	Surprise Valley High	no			17	13	76.5			
		C	Great Basin High (Continuation)	no			4	1	25			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Mono												
	Mono County Office Of Education											
		C	Mammoth Community Day	no			4	2	50			
		C	Mono County Juvenile Hall/Community	no			4	2	50			
Monterey												
	Alisal Union Elementary											
		A	Cesar Chavez Elementary	no			28	27	96.4			
		A	Dr. Martin Luther King, Jr. Elementary	no			18	17	94.4			
		A	Alisal Community	no			28	27	96.4			
		B	Frank Paul Elementary	no			26	22	84.6			
	Gonzales Unified											
		A	La Gloria Elementary	no			45	43	95.6			
		C	Somavia High	no			4	2	50			
	Greenfield Union Elementary											
		B	Cesar Chavez Elementary	no			19	16	84.2			
		B	Oak Avenue Elementary	no			27	22	81.5			
		C	Vista Verde Middle	no			165	107	64.8			
		C2	Greenfield Elementary	no			23	16	69.6			
	King City Joint Union High											
		A	King City High	no			167	143	85.6			
		B	Greenfield High	no			155	113	72.9			
		C	Ventana High (Continuation)	no			6	1	16.7			
	King City Union Elementary											
		B	San Lorenzo Middle	no			249	178	71.5			
	Monterey County Office Of Education											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Salinas Community	no			55	26	47.3			
		C2	Wellington M. Smith, Jr.	no			33	16	48.5			
	Monterey Peninsula Unified											
		A	Marina Del Mar Elementary	no			14	12	85.7			
		A	Del Rey Woods Elementary	no			24	22	91.7			
		A	Marina Vista Elementary	no			18	16	88.9			
		A	La Mesa Elementary	no			24	21	87.5			
		B	Ord Terrace Elementary	no			27	20	74.1			
		B	Seaside High	no			240	180	75			
		B	J. C. Crumpton Elementary	no			24	20	83.3			
		C	Los Arboles Middle	no			132	73	55.3			
		C	Roger S. Fitch Middle	no			139	91	65.5			
		C	Monterey High	no			229	145	63.3			
		C	Central Coast High	no			62	39	62.9			
		C2	Martin Luther King	no			138	66	47.8			
		C2	Walter Colton	no			94	57	60.6			
	North Monterey County Unified											
		A	Central Bay High (Continuation)	no			27	25	92.6			
		C2	North Monterey County High	no			136	9	6.6			
		C2	North Monterey County Middle	no			116	23	19.8			
	Salinas City Elementary											
		A	Los Padres Elementary	no			29	26	89.7			
		A	Laurel Wood Elementary	no			22	21	95.5			
		B	Natividad Elementary	no			29	24	82.8			
		B	Roosevelt Elementary	no			24	19	79.2			
		B	Sherwood Elementary	no			31	24	77.4			
	Salinas Union High											
		C	Washington Middle	no			0	0	0			
		C	Harden Middle	no			0	0	0			

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		C	North Salinas High	no			0	0	0			
		C	La Paz Middle	no			0	0	0			
		C	Community Day	no			0	0	0			
		C	Mount Toro High	no			0	0	0			
		C	Salinas High	no			0	0	0			
		C	El Sausal Middle	no			0	0	0			
		C2	Alisal High	no			0	0	0			
		C2	Everett Alvarez High	no			0	0	0			
	Santa Rita Union Elementary											
		A	Gavilan View Middle	no			198	183	92.4			
		A	La Joya Elementary	no			20	18	90	19/19		
		B	Santa Rita Elementary	no			25	21	84	25/24		
Napa												
	Napa County Office Of Education											
		C	Napa County Community	no			40	20	50			
		C2	Napa County Juvenile Hall/Court Schools	no			14	8	57.1			
	Napa Valley Unified											
		A	Valley Oak High	no			27	26	96.3			
		A	American Canyon Middle	no			31	27	87.1			
		B	New Technology High	no			30	25	83.3			
		C	Steps To Success	no			Closed					
		C2	Napa Valley Alternative	no			5	3	60			
		C2	Archways Community Day	no			0	0	0			
Nevada												
	Nevada Joint Union High											
		C	Pioneer High (Continuation)	no			1	0	0			
		C	Sierra Foothill High (Continuation)	no			38	17	44.7			
		C	Sierra Mountain High	no			19	11	57.9			
		C	Nevada Union Technical High (Continuation)	no			9	5	55.6			

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		C2	Earle Jamieson High	no			13	7	53.8			
	Ready Springs Union Elementary											
		B	Vantage Point Charter	no			5	4	80			
Orange												
	Anaheim Union High											
		A	Anaheim High	no			373	319	85.5			
		A	Orangeview Junior High	no			247	236	95.5			
		A	South Junior High	no			297	255	85.9			
		B	Lexington Junior High	no			180	141	78.3			
		C	Anaheim Community Day	no			20	4	20			
		C2	Polaris High (Alternative)	no			3	0	0			
		C2	Gilbert High (Continuation)	no			198	117	59.1			
	Capistrano Unified											
		A	San Juan Elementary	no			29	28	96.6			
		A	Marian Bergeson Elementary	no			30	29	96.7			
		A	Capistrano Valley High	no			1442	1308	90.7			
		A	Palisades Elementary	no			30	27	90			
		A	Barcelona Hills Elementary	no			31	30	96.8			
		A	Castille Elementary	no			37	35	94.6			
		A	Truman Benedict Elementary	no			36	35	97.2			
		A	Dana Hills High	no			1145	1043	91.1			
		A	Clarence Lobo Elementary	no			32	29	90.6			
		A	Richard Henry Dana Elementary	no			19	18	94.7			
		A	Viejo Elementary	no			31	30	96.8			
		A	George White Elementary	no			44	43	97.7			
		A	Elementary/Special Education	no			34	32	94.1			
		A	Aliso Viejo Middle	no			265	236	89.1			
		A	Wagon Wheel Elementary	no			49	48	98			
		A	Bernice Ayer Middle	no			185	166	89.7			

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		A	Don Juan Avila Elementary	no			33	30	90.9			
		A	Ladera Ranch Middle	no			189	166	87.8			
		A	Las Flores Middle	no			290	259	89.3			
		A	Tijeras Creek Elementary	no			35	34	97.1			
		A	Vista Del Mar Middle	no			131	118	90.1			
		A	Carl H. Hankey Elementary	no			27	26	96.3			
		A	Arroyo Vista Elementary	no			80	78	97.5			
		B	Aliso Niguel High	no			604	506	83.8			
		B	Newhart Middle	no			405	312	77			
		B	Shorecliffs Middle	no			218	185	84.9			
		B	Don Juan Avila Middle	no			249	201	80.7			
		B	Marco Forster Middle	no			336	254	75.6			
		C	Junipero Serra High	no			135	7	5.2			
		C2	Bridges Community Day	no			1	0	0			
	Centralia Elementary											
		A	Buena Terra Elementary	no			16	15	93.8			
		A	Glen H. Dysinger Sr. Elementary	no			20	19	95			
	Fullerton Elementary											
		A	Ladera Vista Junior High	no			248	242	97.6			
		A	Sunset Lane Elementary	no			33	31	93.9			
	Fullerton Joint Union High											
		C	La Sierra High (Alternative)	no			93	52	55.9			
	Garden Grove Unified											
		A	Los Amigos High	no			86	79	91.9			
		A	Santiago High	no			84	78	92.9			
		B	Stephen R. Fitz Intermediate	no			34	25	73.5			
		B	Donald S. Jordan Intermediate	no			28	22	78.6			
		B	Izaak Walton Intermediate	no			28	22	78.6			
		B	James Irvine Intermediate	no			33	28	84.8			

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		B	Leroy L. Doig Intermediate	no			31	23	74.2			
		B	Sarah Mcgarvin Intermediate	no			24	18	75			
		B	Alamitos Intermediate	no			34	24	70.6			
		C	Lincoln High Continuation	no			0	0	0			
		C	Hilton D. Bell Intermediate	no			29	19	65.5			
		C	Dr. Walter C. Ralston Intermediate	no			23	16	69.6			
		C	Marie L. Hare High	no			16	9	56.3			
		C2	Jordan Secondary Learning Center	no			6	0	0			
		C2	Mark Twain Special Center	no			10	0	0			
	Huntington Beach Union High											
		A	Huntington Beach High	no			441	405	91.8			
		A	Marina High	no			443	394	88.9			
		B	Valley Vista High (Continuation)	no			201	146	72.6			
		B	Coast High	no			58	43	74.1			
		C	Hbuhsd Community Day	no			33	13	39.4			
	Irvine Unified											
		A	South Lake Middle	no			82	77	93.9			
		C2	Alternative Education-San Joaquin	no			11	3	27.3			
	La Habra City Elementary											
		A	El Cerrito Elementary	no			28	27	96.4			
		A	Imperial Middle	no			132	114	86.4			
		A	Washington Middle	no			132	114	86.4			
	Magnolia Elementary											
		B	Jonas E. Salk Elementary	no			42	33	78.6			
	Newport-Mesa Unified											
		A	Sonora Elementary	no			24	22	91.7			
	Ocean View											
		A	Marine View Middle	no			34	33	97.1			

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	Placentia-Yorba Linda Unified											
		A	Morse Avenue Elementary	no			25	24	96			
	Santa Ana Unified											
	August-06	A	John F. Kennedy Elementary	no			37/36	34/36	91.9/100			
		A	Orange County High School Of The Arts	yes			203	186	91.6			
	August-06	A	Thomas A. Edison Elementary	no			34/31	30/30	88.2/97			
	August-06	A	Fremont Elementary	no			40/43	35/42	87.5/98			
	August-06	A	Theodore Roosevelt Elementary	no			32/32	28/32	87.5/100			
	August-06	A	Wilson Elementary	no			38/36	34/36	89.5/100			
	August-06	A	Lydia Romero-Cruz Elementary	no			17/12	16/12	94.1/100			
		B	Sierra Intermediate	no			126	99	78.6			
		C	Nova Academy	yes			8	5	62.5			
		C	Albor Charter	yes			62	41	66.1			
		C2	Orange County Educational Arts Academy	yes			0	0	0			
		C2	Segerstrom High	no			0	0	0			
	August-06	C2	Manuel Esqueda Elementary	no			0/22	0/22	0/100			
	Tustin Unified											
		A	Columbus Tustin	no			122	112	91.8			
		A	Guin Foss Elementary	no			23	22	95.7			
		B	Hillview High (Continuation)	no			41	32	78			
Placer												
	Eureka Union											
		A	Willma Cavitt Junior High	no			113	103	91.2			
		A	Ridgeview Elementary	no			26	23	88.5			
	Placer County Office Of Education											
		C	Placer County Community Schools	no			5	1	20			

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	Roseville Joint Union High											
		A	Oakmont High	no			108	98	90.7			
		A	Roseville High	no			179	174	97.2			
		C2	Independence High (Alternative)	no			179	57	31.8			
	Tahoe-Truckee Joint Unified											
		A	Tahoe Lake Elementary	no			14	12	85.7			
		A	Truckee Elementary	no			34	32	94.1			
		A	Kings Beach Elementary	no			19	17	89.5			
		C	Cold Stream Alternative	no			28	8	28.6			
		C2	Sierra High (Continuation)	no			15	10	66.7			
Plumas												
	Plumas County Office Of Education											
		B	Portola Opportunity	no			4	3	75			
		C2	Plumas County Opportunity	no			1	0	0			
	Plumas Unified											
		A	Quincy Junior-Senior High	no			72	64	88.9			
		A	Greenville Elementary	no			10	9	90			
		A	Pioneer/Quincy Elementary	no			38	36	94.7			
		A	C. Roy Carmichael Elementary	no			28	27	96.4			
		B	Chester Junior-Senior High	no			80	62	77.5			
		B	Chester Elementary	no			15	12	80			
		C	Greenville Junior-Senior High	no			53	36	67.9			
Riverside												
	Alvord Unified											
		A	La Sierra High	no			438	412	94.1			

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		A	Norte Vista High	no			351	336	95.7			
		A	Loma Vista Intermediate	no			153	142	92.8			
		B	Ysmael Villegas Middle	no			189	153	81			
	Banning Unified											
		A	Central Elementary	no			31	28	90.3			
		B	Cabazon Elementary	no			13	10	76.9			
		C	Banning Independent Study	no			4	1	25			
		C2	New Horizon High	no			25	15	60			
	Beaumont Unified											
		A	Three Rings Ranch Elementary	no			35	30	85.7			
		A	Andy And Toni Chavez Elementary	no			16	15	93.8			
		A	Palm Elementary	no			27	24	88.9			
		A	Beaumont Senior High	no			47	43	91.5			
		A	Sundance Elementary	no			29	25	86.2			
		B	Mountain View Middle	no			29	22	75.9			
		C	Laura May Stewart Performance	no			3	1	33.3			
		C2	San Andreas High	no			6	4	66.7			
	Coachella Valley Joint Unified											
		A	John Kelley Elementary	no			28	25	89.3			
		A	Valley View Elementary	no			37	32	86.5			
		A	Sea View Elementary	no			15	13	86.7			
		A	Mountain Vista Elementary	no			48	42	87.5			
		B	Oasis Elementary	no			30	23	76.7			
		B	Coachella Valley High	no			372	278	74.7			
		B	Westside Elementary	no			27	19	70.4			
		C	Cahuilla Desert Academy Junior High	no			256	142	55.5			
		C	Saul Martinez Elementary	no			43	30	69.8			
		C	Las Palmitas Elementary	no			37	24	64.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	La Familia Continuation High	no			34	20	58.8			
		C	Toro Canyon Middle	no			161	92	57.1			
		C	Desert Mirage High	no			116	81	69.8			
		C2	West Shores High	no			64	44	68.8			
		C2	Center	no			22	15	68.2			
	Corona-Norco Unified											
		C	Victress Bower School For Exceptional Studies	no		No NCLB Academic Classes						
		C2	Norco Vista High	no			8	4	50			
	August-06	C2	Centennial Vista High	no			2/7	0/7	0/100			
	Desert Center Unified											
		C	Eagle Mountain Elementary	no			3	2	66.7			
	Hemet Unified											
		B	Winchester Elementary	no			23	17	73.9			
		C	Helen Hunt Jackson Alternative High	no			75	15	20			
		C2	Hemet Educational Learning Center	no			30	15	50			
		C2	Alessandro High	no			46	10	21.7			
		C2	Ramona Elementary	no			37	24	64.9			
		C2	Jacob Wiens Elementary	no			37	15	40.5			
		C2	Dartmouth Middle	no			160	81	50.6			
		C2	Valle Vista Elementary	no			37	21	56.8			
		C2	Acacia Middle	no			123	74	60.2			
		C2	Diamond Valley Middle	no			230	119	51.7			
		C2	Hamilton	no			34	23	67.6			
		C2	Hamilton High	no			97	42	43.3			
		C2	Hemet Senior High	no			384	209	54.4			
		C2	Santa Fe Middle	no			152	48	31.6			
	Moreno Valley Unified											
		C	Moreno Valley Community Learning Center	no			20	12	60			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Arnold Heights	no			33	5	15.2			
	Palm Springs Unified											
		A	Cathedral City High	no			369	327	88.6			
	Palo Verde Unified											
		A	Palo Verde High	no			143	133	93			
		B	Blythe Middle	no			117	82	70.1			
RELEASED	*Perris Elementary*											
	August-06	C	Nan Sanders Elementary	no			40/41	26/41	65/100			
	August-06	C	Park Avenue Elementary	no			29/27	20/27	69/100			
	August-06	C	Perris Elementary	no			42/38	23/37	54.8/97			
	August-06	C	Palms Elementary	no			41/35	28/35	68.3/100			
	August-06	C	Good Hope Elementary	no			35/41	23/41	65.7/100			
	Perris Union High											
		A	Perris Lake High (Continuation)	no			73	68	93.2			
		A	Perris High	no			418	374	89.5			
		A	Paloma Valley High	no			488	455	93.2			
		C2	California Military Institute	no			35	24	68.6			
	Riverside County Office Of Education											
		C	Riverside County Juvenile Court	no			25	14	56			
		C	Riverside County Alternative/Opportunity	no			14	6	42.9			
		C	Riverside County Community	no			37	20	54.1			
		C	Riverside County Special Education	no			152	96	63.2			
	Riverside Unified											
		A	Ramona High	no			335	330	98.5			
		A	Monroe Elementary	no			31	29	93.5			
		A	John W. North High	no			435	405	93.1			
		A	Longfellow Elementary	no			36	33	91.7			
		A	Victoria Elementary	no			29	26	89.7			
		A	Benjamin Franklin Elementary	no			51	46	90.2			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Martin Luther King Jr. High	no			462	442	95.7			
		B	Pachappa Elementary	no			33	28	84.8			
		B	Lake Mathews Elementary	no			26	21	80.8			
		C	Alcott Elementary	no			39	27	69.2			
		C2	Adams Elementary	no			29	20	69			
	San Jacinto Unified											
		B	North Mountain Middle	no			124	101	81.5			
		C	Monte Vista Middle	no			99	65	65.7			
	Val Verde Unified											
	August-06	A	Sierra Vista Elementary	no			3/37	37/37	97.4/100			
		A	Rancho Verde High	no			474	441	93			
		A	Val Verde High	no			75	70	93.3			
		C2	Citrus Hill High	no			0	0	0			
	August-06	C2	Lasselle Elementary	no			0/25	0/25	0/100			
		C2	Academy	no			0	0	0			
	August-06	C2	Avalon Elementary	no			0/28	0/28	0/100			
Sacramento												
	Center Joint Elementary											
		A	Center Joint Junior High	no			184	159	86.4			
	Center Joint Unified											
		A	Center High	no			252	221	87.7			
		B	Mcclellan High (Continuation)	no			21	15	71.4			
		C	Antelope View Charter	no			120	28	23.3			
		C	Global Youth Charter High	no			4	1	25			
	Elk Grove Unified											
		A	Florin High	no			346	303	87.6			
		A	Laguna Creek High	no			189	172	91			
		A	Elk Grove High	no			400	378	94.5			
		A	T. R. Smedberg Middle	no			186	162	87.1			
		B	Jessie Baker	no			13	10	76.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Sierra-Enterprise Elementary	no			28	23	82.1			
		B	James Rutter Middle	no			233	193	82.8			
		B	Harriet G. Eddy Middle	no			116	89	76.7			
		C	Capital Community Day	no			2	0	0			
		C	Samuel Jackman Middle	no			227	154	67.8			
		C	Daylor (William) High (Continuation)	no			19	10	52.6			
		C	Rio Cazadero High (Continuation)	no			12	4	33.3			
		C	Transition High (Continuation)	no			13	9	69.2			
		C	Elk Grove Charter	no			23	8	34.8			
		C2	Edward Harris, Jr. Middle	no			123	75	61			
	Folsom-Cordova Unified											
		C	Walnutwood High (Alternative)	no			6	4	66.7			
		C2	Kitty Hawk	no			2	0	0			
		C2	Reymouth Special Education Center	no			0	0	0			
	Natomas Unified											
		A	Leroy F. Greene Middle	no			167	153	91.6			
		A	Discovery High	no			36	35	97.2			
		C	Natomas High	no			218	137	62.8			
		C2	Witter Ranch Elementary	no			373	29	7.8			
	River Delta Joint Unified											
		C	Walnut Grove Elementary	no			0	0	0			
	Sacramento City Unified											
		B	Clayton B. Wire Elementary	no			28	22	78.6			
		C	California Middle	no			140	16	11.4			
		C	Will C. Wood Middle	no			164	20	12.2			
		C	Lisbon Elementary	no			21	12	57.1			
		C	Sutter Middle	no			200	25	12.5			
		C	Kit Carson Middle	no			140	18	12.9			
	August-06	C	Success Academy	no			3/3	1/3	33.3/100			
		C	Sam Brannan Middle	no			162	27	16.7			
		C	John H. Still Elementary	no			66	25	37.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Charles M. Goethe Middle	no			177	9	5.1			
	August-06	C	Freeport Elementary	no			19/19	9/19	47.4/100			
		C	C. K. Mcclatchy High	no			531	69	13			
		C	Hiram W. Johnson High	no			370	46	12.4			
		C	Luther Burbank High	no			497	305	61.4			
		C	West Campus	no			130	38	29.2			
	August-06	C	Rosemont High	no			186	31	16.7/100			
		C	Genesis High	no			52	6	11.5			
	August-06	C	Met Sacramento Charter High	no					100			
		C	America's Choice	no			32	5	15.6			
		C	Fern Bacon Middle	no			182	17	9.3			
		C2	American Legion High (Continuation)	no			130	9	6.9			
		C2	Sacramento Charter High	yes			265	146	55.1			
	August-06	C2	Capital City	no			57	13	5			
		C2	John F. Kennedy High	no			500	78	15.6			
		C2	The Language Academy Of Sacramento	yes			12	8	66.7			
		C2	Capitol Heights Academy	yes			5	2	40			
		C2	Martin Luther King Jr. Elementary	no			24	15	62.5			
		C2	Albert Einstein Middle	no			151	23	15.2			
	San Juan Unified											
		C	Ralph Richardson Center	no			13	7	53.8			
		C	Salk (Jonas) Middle (Alternative)	no			130	73	56.2			
		C	El Sereno Alternative Education	no			15	5	33.3			
		C	Sierra Nueva High (Continuation)	no			7	4	57.1			
		C	La Vista Center	no			9	1	11.1			
		C2	Choices Charter	no			53	30	56.6			
San Benito												
	San Benito County Office Of Education											
		C	San Benito County Alternative/Opportunity	no			6	4	66.7			
	San Benito High											
		A	San Benito High	no			454	411	90.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	San Andreas Continuation High	no			32	19	59.4			
	Tres Pinos Union Elementary											
		B	Tres Pinos Elementary	no			6	5	83.3			
San Bernardino												
	Apple Valley Unified											
		A	Vista Campana Middle	no			186	179	96.2			
		A	Apple Valley High	no			319	303	95			
	Baker Valley Unified											
		A	Baker Elementary	no			7	6	85.7			
	Bear Valley Unified											
		A	Big Bear High	no			159	144	90.6			
	Colton Joint Unified											
		A	Jurupa Vista Elementary	no			32	30	93.8			
		A	Michael D'arcy Elementary	no			28	27	96.4			
		A	Paul Rogers Elementary	no			35	31	88.6			
		A	Terrace Hills Middle	no			208	188	90.4			
		A	Reche Canyon Elementary	no			31	29	93.5			
		B	Ruth O. Harris Middle	no			167	129	77.2			
		B	Abraham Lincoln Elementary	no			37	31	83.8			
		C	Alternative	no			88	13	14.8			
RELEASED	*Etiwanda Elementary*											
	August-06	A	Etiwanda Intermediate	no			36/90	33/90	91.7/100			
	Hesperia Unified											
		C	Summit Leadership Academy-High Desert	no			17	9	52.9			
		C2	Crosswalk: Hesperia Experiential Learning Pat	yes			0	0	0			
	Lucerne Valley Unified											

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		C	Lucerne Valley Community Day	no			1	0	0			
		C	Lucerne Valley High	no			57	29	50.9			
		C	Mountain View High	no			2	0	0			
		C2	Lucerne Valley Middle	no			40	23	57.5			
		C2	Lucerne Valley Elementary	no			25	15	60			
	Morongo Unified											
		A	Yucca Valley High	no			370	331	89.5			
		A	Twentynine Palms High	no			229	221	96.5			
	Rim Of The World Unified											
		A	Rim Of The World Senior High	no			234	227	97			
	San Bernardino City Unified											
		A	Arroyo Valley High	no			564	498	88.3			
		A	San Bernardino High	no			492	438	89			
		A	Cajon High	no			564	516	91.5			
		B	Pacific High	no			480	384	80			
		B	San Gorgonio High	no			576	480	83.3			
		B	Del Vallejo Middle	no			324	252	77.8			
		B	Curtis Middle	no			240	186	77.5			
		B	Shandin Hills Middle	no			312	252	80.8			
		C	Anderson	no			11	5	45.5			
		C	Yvonne Harmon	no			2	1	50			
		C	Carmack	no			9	5	55.6			
		C2	YWCA Academy	no			3	2	66.7			
		C2	Star At Anderson Community Day	no			3	2	66.7			
	San Bernardino County Office Of Education											
		C	School/Independent Alternative Educ	no			8	3	37.5			
		C	Desert Mountain Community Day	no			9	6	66.7			
		C	East Valley Community Day	no			18	4	22.2			
		C	West End Community Day	no			18	6	33.3			
		C2	San Bernardino County Special Education	no			55	37	67.3			
	Silver Valley Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Yermo Elementary	no			20	14	70			
		C2	Congressman Jerry Lewis Elementary	no			43	30	69.8			
	Yucaipa-Calimesa Joint Unified											
	August-06	A	Ridgeview Elementary	no			33/33	32/33	97/100			
	August-06	A	Valley Elementary	no			28/31	27/31	96.4/100			
		C	Community Day	no			25	15	60			
San Diego												
RELEASED	*Bonsall Union Elementary*											
		A	Bonsall Charter Academy For Learning	no			Closed					
	Carlsbad Unified											
		A	Aviara Oaks Elementary	no			39	37	94.9			
		C2	Carlsbad Seaside Academy	no			36	24	66.7			
	Chula Vista Elementary											
		A	Hilltop Drive Elementary	no			26	24	92.3			
		A	Heritage Elementary	no			43	41	95.3			
		A	Thurgood Marshall Elementary	no			34	32	94.1			
		A	Olympic View Elementary	no			41	39	95.1			
		A	Juarez-Lincoln Accelerated	no			29	27	93.1			
		A	Parkview Elementary	no			25	22	88			
		A	Vista Square Elementary	no			33	30	90.9			
		A	Valle Lindo Elementary	no			27	25	92.6			
		A	Myrtle S. Finney Elementary	no			27	26	96.3			
		A	J. Calvin Lauderbach Elementary	no			39	37	94.9			
		A	Harborside Elementary	no			32	31	96.9			
		A	Fred H. Rohr Elementary	no			21	20	95.2			
		A	Castle Park Elementary	no			26	25	96.2			

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		A	Anne And William Hedenkamp Elementary	no			48	43	89.6			
		A	Lilian J. Rice Elementary	no			35	33	94.3			
		A	Silver Wing Elementary	no			22	21	95.5			
		C2	Veterans Elementary	no			0	0	0			
RELEASED	*Del Mar Union Elementary*											
	August-06	A	Del Mar Heights Elementary	no			24/24	23/24	95.8/100			
	August-06	A	Ashley Falls Elementary	no			32/36	30/26	93.8/100			
	August-06	A	Del Mar Hills Elementary	no			22/21	21/21	95.5/100			
	August-06	A	Torrey Hills	no			40/40	39/40	97.5/100			
	August-06	B	Sage Canyon	no			38/38	32/37	84.2/97			
	Escondido Union Elementary											
		A	Hidden Valley Middle	no			271	250	92.3			
		A	Pioneer Elementary	no			44	43	97.7			
		A	Rincon Middle	no			360	329	91.4			
		A	Rock Springs	no			38	35	92.1			
		A	Rose Elementary	no			43	42	97.7			
		A	Oak Hill Elementary	no			59	52	88.1			
		A	Central Elementary	no			44	43	97.7			
		A	Lincoln	no			42	37	88.1			
		B	North Broadway Elementary	no			42	34	81			
		C2	Nicolaysen Center (Special Education)	no			4	1	25			
	Fallbrook Union High											
		B	Fallbrook High	no			483	347	71.8			
		C	Ivy High (Continuation)	no			20	13	65			
	Grossmont Union High											
		C	Phoenix High	no			66	11	16.7			
		C	Gateway West Community Day	no			30	1	3.3			
		C	Chaparral High	no			85	55	64.7			
		C	Gateway Community Day	no			11	1	9.1			
		C2	Grossmont Union High Special Education Progra	no			65	0	0			

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	Jamul-Dulzura Union Elementary											
		A	Jamul Intermediate	no			9	8	88.9			
	Julian Union High											
		C	Summit High Community Day	no			6	0	0			
		C	Eagles Peak Charter	yes			0	0	0			
	Lakeside Union Elementary											
		A	Tierra Del Sol Middle	no			128	122	95.3			
	Mountain Empire Unified											
		B	Mountain Empire High	no			93	78	83.9			
		B	Mountain Empire Junior High	no			56	45	80.4			
		C	Mountain Meadow High	no			60	19	31.7			
		C	Hillside Junior/Senior High	no			5	0	0			
		C	Cottonwood Community Day	no			26	6	23.1			
		C2	Campo High (Continuation)	no			9	0	0			
	National Elementary											
		A	Integrity Charter	yes			7	6	85.7			
	Poway Unified											
		A	Valley Elementary	no			42	40	95.2			
		A	Pomerado Elementary	no			28	27	96.4			
		C	Abraxas Continuation High	no			33	22	66.7			
	San Diego County Office Of Education											
		C	South Region Community Day Schools	no			4	0	0			
		C2	Metro Region Community Day Schools	no			8	5	62.5			
		C2	Discovery Valley	no			0	0	0			
		C2	San Diego County Juvenile Court	no			148	96	64.9			
		C2	North Region Community Day Schools	no			1	0	0			

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		C2	San Diego County Special Education	no			0	0	0			
	San Diego Unified											
		A	Point Loma Senior High	no			1013	879	86.8			
		A	Mira Mesa Senior High	no			973	873	89.7			
		A	University City High	no			973	868	89.2			
		A	La Jolla Senior High	no			587	540	92			
		A	Hoover Senior High	no			1611	1480	91.9			
		B	Rowan Elementary	no			17	14	82.4			
		B	Garfield Elementary	no			25	18	72			
		B	Longfellow Elementary	no			59	43	72.9			
		B	Correia Middle	no			321	255	79.4			
		B	Marston Middle	no			421	307	72.9			
		B	Muirlands Middle	no			367	275	74.9			
		B	Pacific Beach Middle	no			272	191	70.2			
		B	Wangenheim Middle	no			308	244	79.2			
		B	Florence Elementary	no			14	10	71.4			
		B	San Diego Cooperative Charter	yes			18	14	77.8			
		B	Lafayette Elementary	no			23	17	73.9			
		B	Monroe Clark Middle	no			602	468	77.7			
		B	Gompers Secondary	no			475	388	81.7			
		B	Perkins Elementary	no			31	23	74.2			
		B	Kipp Adelante Preparatory Academy	yes			14	11	78.6			
		B	San Diego School Of Creative And Performing A	no			737	613	83.2			
		B	Alternative Learning For Behavior And Attitud	no			47	38	80.9			
		B	Clairemont Senior High	no			822	673	81.9			
		B	Creative, Performing, And Media Arts	no			179	129	72.1			
		B	Mission Bay Senior High	no			932	779	83.6			
		B	Madison Senior High	no			835	686	82.2			
		B	Garfield High	no			281	218	77.6			
		C	Trace	no			125	40	32			
		C	Farb Middle	no			272	174	64			
		C	Balboa Elementary	no			42	26	61.9			
		C	Barnard Elementary	no			8	5	62.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Baker Elementary	no			27	12	44.4			
		C	Wilson Middle	no			343	165	48.1			
		C	Pershing Middle	no			383	258	67.4			
		C	Whittier/Del Sol Academy	no			9	1	11.1			
		C	Montgomery Middle	no			396	267	67.4			
		C	High Tech Middle	yes			22	15	68.2			
		C	Mann School Of Expedition	no			176	92	52.3			
		C	Kroc Middle	no			262	162	61.8			
		C	Dana Middle	no			307	206	67.1			
		C	Emerson/Bandini Elementary	no			43	26	60.5			
		C	Webster Elementary	no			26	16	61.5			
		C	New Dawn	no			6	3	50			
		C	Language Academy	no			74	51	68.9			
		C	High Tech High	yes			35	20	57.1			
		C	Carson Elementary	no			33	21	63.6			
		C2	Alcott Elementary	no			16	10	62.5			
		C2	Mann School Of Expression	no			133	80	60.2			
		C2	Scitech High	no			290	200	69			
		C2	Walter J. Porter Elementary	no			34	23	67.6			
		C2	Roosevelt Middle	no			369	230	62.3			
		C2	Johnson Elementary	no			176	92	52.3			
		C2	Audubon Elementary	no			27	12	44.4			
		C2	Audeo Charter	yes			7	2	28.6			
		C2	Mann School Of Exploration	no			130	66	50.8			
		C2	High Tech Middle Media Arts Charter	yes			20	11	55			
		C2	High Tech Media Arts	yes			13	9	69.2			
		C2	King/Chavez Athletics Academy Charter	yes			0	0	0			
		C2	Jola Community	yes			0	0	0			
		C2	High Tech International	yes			18	8	44.4			
		C2	Promise Charter	yes			6	2	33.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	King/Chavez Charter	yes			12	4	33.3			
		C2	Charter School Of San Diego	yes			37	20	54.1			
		C2	Gompers Charter Middle	yes			51	21	41.2			
		C2	Bayshore Prep Charter	yes			0	0	0			
	San Marcos Unified											
		A	San Marcos High	no			250	246	98.4			
		A	San Marcos Middle	no			249	237	95.2			
RELEASED	*Solana Beach Elementary*											
	August-06	A	Carmel Creek Elementary	no			26/27	23/28	88.5/100			
	South Bay Union Elementary											
		C	Nestor Elementary	no			45	0	0			
		C	Oneonta Elementary	no			32	0	0			
		C	West View Elementary	no			20	0	0			
		C	Godfrey G. Berry Elementary	no			31	0	0			
		C	George Nicoloff Elementary	no			48	0	0			
		C	Teofilo Mendoza	no			57	0	0			
		C	Imperial Beach Elementary	no			32	0	0			
		C	Central Elementary	no			32	0	0			
		C	Emory Elementary	no			36	0	0			
		C2	Howard Pence Elementary	no			36	0	0			
		C2	Sunnyslope Elementary	no			34	0	0			
		C2	Bayside Elementary	no			24	0	0			
	Sweetwater Union High											
		C	Alta Vista Academy	no			0	0	0			
		C	Fifth Avenue Academy	no			0	0	0			
		C2	Sweetwater Community Day	no			0	0	0			
		C2	Maac Community Charter	no			24	12	50			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Options Secondary	no			47	23	48.9			
	Vista Unified											
		A	Lincoln Middle	no			249	227	91.2			
		B	Madison Middle	no			265	194	73.2			
		B	Roosevelt Middle	no			245	204	83.3			
		B	Washington Middle	no			268	220	82.1			
		B	Vista High	no			664	475	71.5			
		B	Rancho Buena Vista High	no			582	465	79.9			
		C	Palomar High	no			0	0	0			
		C	Alta Vista High (Continuation)	no			113	78	69			
		C	Vista Focus Academy	no			44	21	47.7			
		C2	Guajome Park Academy Charter	yes			0	0	0			
		C2	California Avenue Elementary	no			0	0	0			
		C2	Sierra Vista High	no			79	8	10.1			
	Warner Unified											
		B	Warner Junior/Senior High	no			34	24	70.6			
San Francisco												
	San Francisco County Office Of Education											
		C	San Francisco County Alternative/Opportunity	no			0	0	0			
		C	San Francisco County Community	no			0	0	0			
		C2	San Francisco County Special Education	no			0	0	0			
	San Francisco Unified											
		B	Thurgood Marshall Academic High	no			176	137	77.8			
		B	Rosa Parks Elementary	no			14	10	71.4			
		B	George Washington High	no			464	372	80.2			
		B	John A. O'connell High	no			202	151	74.8			
		B	Abraham Lincoln High	no			467	389	83.3			
		B	Galileo High	no			397	327	82.4			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		B	Rooftop Elementary	no			67	48	71.6			
		B	Balboa High	no			191	149	78			
		C	Horace Mann Middle	no			136	53	39			
		C	Francisco Middle	no			96	29	30.2			
		C	James Lick Middle	no			152	59	38.8			
		C	Marina Middle	no			175	65	37.1			
		C	Presidio Middle	no			182	113	62.1			
		C	Aptos Middle	no			146	74	50.7			
		C	Visitacion Valley Middle	no			84	38	45.2			
		C	Roosevelt Middle	no			106	67	63.2			
		C	Martin Luther King Jr. Academic Middle	no			156	96	61.5			
		C	Luther Burbank Middle	no			83	46	55.4			
		C	James Denman Middle	no			168	115	68.5			
		C	Herbert Hoover Middle	no			222	145	65.3			
		C	Enola D. Maxwell School Of Arts	no			50	32	64			
		C	Everett Middle	no			130	77	59.2			
		C	Downtown High (Continuation)	no			74	26	35.1			
		C	Aim High Academy	no			37	16	43.2			
		C	A. P. Giannini Middle	no			199	134	67.3			
		C	Claire B. Lilienthal Elementary	no			50	29	58			
		C	Newcomer High	no			79	44	55.7			
		C	Independence High (Alternative)	no			115	5	4.3			
		C	School Of The Arts	no			170	110	64.7			
		C	Life Learning Academy Charter #140	no			0	0	0			
		C	Brown, Jr. (Willie L.) College Preparatory Ac	no			22	8	36.4			
		C	Garfield Elementary	no			12	8	66.7			
		C	George Peabody Elementary	no			10	5	50			
		C	Wells (Ida B.) High (Continuation/Alternative	no			119	71	59.7			
		C	Lawton Elementary	no			48	32	66.7			
		C	Monroe Elementary	no			25	11	44			
		C	Paul Revere Elementary	no			25	11	44			
		C	Francis Scott Key Elementary	no			26	17	65.4			
		C2	Treasure Island Elementary	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	June Jordan School For Equity	no			82	30	36.6			
		C2	New Traditions Elementary	no			9	6	66.7			
	SBE - Edison Charter Academy											
		A	Edison Charter Academy	yes			23	22	95.7			
San Joaquin												
	Lammersville Elementary											
		C	Lammersville Charter	no			1	0	0			
	Lincoln Unified											
		A	Brookside	no			60	51	85			
		A	Tully C. Knoles	no			50	46	92			
		B	Village Oaks Elementary	no			24	20	83.3			
		B	Mable Barron	no			59	42	71.2			
		B	Claudia Landeen	no			54	44	81.5			
		C	Lincoln High	no			479	308	64.3			
		C	John R. Williams	no			47	32	68.1			
		C	Sierra Middle	no			102	49	48			
		C	Larsson (Sture) High (Continuation)	no			21	7	33.3			
	Linden Unified											
		A	Waverly Elementary	no			24	22	91.7			
	Lodi Unified											
		A	Lodi High	no			390	378	96.9			
		B	Liberty High	no			35	25	71.4			
		C	Independence	no			99	45	45.5			
		C2	Christa Mcauliffe Middle	no			161	109	67.7			
		C2	University Public	yes			16	6	37.5			
		C2	River Oaks Charter	yes			17	7	41.2			
		C2	Plaza Robles Continuation High	no			45	31	68.9			
		C2	Benjamin Holt College Preparatory Academy	yes			18	6	33.3			
RELEASED	*Manteca Unified*											
	August-06	A	Sierra High	no			403/40	375/40	93.1/97			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	B	East Union High	no			232/232	195/323	84.1/100			
	August-06	B	Manteca High	no			273/273	210/268	76.9/98			
	August-06	B	Sequoia Elementary	no			92/92	68/92	73.9/100			
	August-06	C	Weston Ranch High	no			246/246	151/246	61.4/97			
	Tentatively Released	C	Manteca Community Day (7-12)	no			30/33	14/31	46.7/94			
	August-06	C	George Mcparland Elementary	no			94/94	57/92	60.6/97			
	August-06	C	Great Valley Elementary	no			112/112	78/106	69.6/95			
	August-06	C	George Y. Komure Elementary	no			107/107	72/102	67.3/95			
New Jerusalem Elementary												
		B	Delta Charter High	no			8	6	75			
		C	New Jerusalem Charter	no			9	6	66.7			
Stockton City Unified												
		A	Woodrow Wilson Elementary	no			19	17	89.5			
		C	Golden Valley Secondary Community Day	no			40	0	0			
		C	James L. Urbani Language Development Institut	no			11	7	63.6			
		C2	Webster Middle	no			250	155	62			
		C2	William Harrison Elementary	no			35	24	68.6			
		C2	Institute Of Business, Management, And Law Ch	no			45	25	55.6			
		C2	Weber Institute For Applied Sciences And Tech	no			105	45	42.9			
		C2	Fremont Middle	no			260	150	57.7			
		C2	Mckinley Elementary	no			399	30	7.5			
		C2	Walton Development Center	no			0	0	0			
		C2	Golden Valley Elementary Community Day	no			2	1	50			
		C2	Dolores Huerta Elementary	no			22	14	63.6			
		C2	Cesar Chavez High	no			230	150	65.2			
		C2	Van Buren Elementary	no			22	15	68.2			
		C2	Hamilton Middle	no			310	170	54.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Tracy Joint Unified											
		B	North Elementary	no			23	18	78.3			
		C	Duncan-Russell Continuation	no			24	3	12.5			
		C	Monte Vista Middle	no			41	20	48.8			
		C	South/West Park Elementary	no			55	34	61.8			
		C	Louis J. Villalovoz Elementary	no			38	17	44.7			
		C	Earle E. Williams Middle	no			50	25	50			
		C2	Art Freiler	no			46	20	43.5			
		C2	George Kelly Elementary	no			58	39	67.2			
		C2	Gladys Poet-Christian Elementary	no			34	23	67.6			
		C2	Excel High	no			0	0	0			
San Luis Obispo												
	Lucia Mar Unified											
		A	Arroyo Grande High	no			352	347	98.6			
		A	Judkins Middle	no			101	97	96			
	Paso Robles Joint Unified											
		A	Bauer/Speck Elementary	no			22	20	90.9			
		C2	Phillips-Freedom Community Day	no			23	12	52.2			
		C2	Paso Robles Independent Study Center	no			176	99	56.3			
	Templeton Unified											
		A	Templeton Elementary	no			23	20	87			
		A	Templeton Middle	no			81	69	85.2			
		B	Templeton High	no			176	148	84.1			
		C2	Eagle Canyon High	no			14	6	42.9			
San Mateo												
	Ravenswood City Elementary											
		C	The Phoenix Academy/A Learning Institute	no			4	2	50			
		C2	Edison-Mcnair Academy	no			16	11	68.8			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C2	Edison-Brentwood Academy	no			21	9	42.9			
		C2	East Palo Alto Charter	yes			18	8	44.4			
		C2	Stanford New School	yes			66	43	65.2			
	Redwood City Elementary											
		A	Fair Oaks Elementary	no			22	20	90.9			
		A	Hoover Elementary	no			56	50	89.3			
		B	Roy Cloud Elementary	no			47	36	76.6			
		B	Taft Elementary	no			24	20	83.3			
		C	Selby Lane Elementary	no			62	39	62.9			
		C	North Star Academy	no			46	31	67.4			
		C2	Newcomer Academy	no			6	3	50			
	San Mateo County Office Of Education											
		C	San Mateo County Juvenile Hall/Community	no			52	14	26.9			
		C2	High Tech High Bayshore	yes			18	10	55.6			
	South San Francisco Unified											
		A	Alta Loma Middle	no			66	61	92.4			
		A	Parkway Heights Middle	no			38	34	89.5			
		A	South San Francisco High	no			260	233	89.6			
		A	Spruce Elementary	no			29	28	96.6			
		B	Baden High (Continuation)	no			17	13	76.5			
		B	Westborough Middle	no			58	47	81			
Santa Barbara												
	Cuyama Joint Unified											
		C	Sierra Madre High (Continuation)	no			5	0	0			
RELEASED	*Goleta Union Elementary*											
	August-06	A	Kellogg Elementary	no			21/25	19/25	90.5/100			

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	August-06	A	Mountain View Elementary	no			19/22	18/22	94.7/100			
RELEASED	*Lompoc Unified*											
August-06		C	Lompoc Learning Center	no			0/4	0/4	0/100			
	Los Olivos Elementary											
		C	Olive Grove Elementary	no			24	16	66.7			
	Santa Barbara County Office Of Education											
		B	Santa Barbara County Juvenile Court	no			60	42	70			
		C	Santa Barbara County Community	no			70	36	51.4			
	Santa Barbara Elementary											
		B	Cesar Estrada Chavez Dual Language Immersion	no			10	7	70			
			Santa Barbara Charter	no			13	7	53.8			
	Santa Barbara High											
		C	Santa Barbara Charter Middle	no			4	2	50			
		C	La Cuesta Continuation High	no			32	12	37.5			
		C	Dos Pueblos Continuation High	no			8	2	25			
		C	San Marcos Continuation High	no			8	2	25			
	Santa Maria-Bonita Elementary											
		A	Calvin C. Oakley Elementary	no			32	30	93.8			
		A	Isaac Miller Elementary	no			29	27	93.1			
		A	William Laird Adam Elementary	no			31	29	93.5			
		A	Alvin Elementary	no			28	25	89.3			
Santa Clara												
	Berryessa Union Elementary											
		B	Piedmont Middle	no			46	38	82.6			
		C	Sierramont Middle	no			30	16	53.3			
		C	Morrill Middle	no			32	22	68.8			

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	Cambrian Elementary											
		A	Price Charter Middle	no			193	181	93.8			
		C	Cambrian Community	no			1	0	0			
	Campbell Union Elementary											
		B	Monroe Middle	no			162	136	84			
RELEASED	*Cupertino Union School*											
	August-06	A	Stevens Creek Elementary	no			28/28	25/28	89.3/100			
	August-06	A	William Faria Elementary	no			24/24	22/24	91.7/100			
	August-06	B	Christa Mcauliffe Elementary	no			19/21	14/22	73.7/100			
	East Side Union High											
		A	Phoenix High	no			26	23	88.5			
		C	Yerba Buena High	no			310	188	60.6			
		C	Oak Grove High	no			556	317	57			
		C	James Lick High	no			215	150	69.8			
		C	Andrew P. Hill High	no			395	276	69.9			
		C	Foothill High	no			65	23	35.4			
		C	Pegasus High	no			24	16	66.7			
		C	Genesis High	no			35	7	20			
		C	William C. Overfelt High	no			314	160	51			
		C	Santa Teresa High	no			481	315	65.5			
		C	Silver Creek High	no			459	290	63.2			
		C	Piedmont Hills High	no			389	255	65.6			
		C	Independence High	no			757	424	56			
		C2	Mt. Pleasant High	no			372	202	54.3			
		C2	Escuela Popular Accelerated Family Learning	yes			26	13	50			
		C2	Macsa Academia Calmecac	yes			55	0	0			
		C2	Latino College Preparatory Academy	yes			98	68	69.4			
		C2	Evergreen Valley High	no			453	282	62.3			
RELEASED	*Fremont Union High*											
	August-06	A	Cupertino High	no			250/25	245/24	98/96			
	August-06	A	Lynbrook High	no			301/33	291/32	96.7/97			
	August-06	A	Homestead High	no			315/35	304/34	96.5/97			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Gilroy Unified											
		A	South Valley Middle	no			170	152	89.4			
		A	Brownell Middle	no			168	157	93.5			
		A	Rucker Elementary	no			25	23	92			
		A	Eliot Elementary	no			22	20	90.9			
		A	Gilroy High	no			400	381	95.3			
		A	Solorsano Middle	no			144	131	91			
		B	Luigi Aprea Elementary	no			40	33	82.5			
		B	El Roble Elementary	no			29	22	75.9			
		B	Kelley Rod Elementary	no			40	32	80			
		C2	Macsa El Portal Leadership Academy	yes			27	3	11.1			
	Los Altos Elementary											
		A	Ardis G. Egan Intermediate	no			23	20	87			
		A	Santa Rita Elementary	no			25	22	88			
		A	Loyola Elementary	no			23	21	91.3			
		B	Georgina P. Blach Intermediate	no			19	16	84.2			
		C2	Bullis-Purissima	no			5	2	40			
	Oak Grove Elementary											
		A	Glider Elementary	no			26	23	88.5			
		B	Christopher Elementary	no			23	18	78.3			
		B	Del Roble Elementary	no			24	19	79.2			
	San Jose Unified											
		B	River Glen	no			53	38	71.7			
		B	Willow Glen Middle	no			164	120	73.2			
		B	Reed Elementary	no			25	19	76			
		B	Rachel Carson Elementary	no			22	16	72.7			
		C	Peter Burnett Middle	no			176	114	64.8			
		C	Leland Plus (Continuation)	no			16	0	0			
		C	Walter L. Bachrodt Elementar	no			22	12	54.5			
		C	Gunderson High	no			254	173	68.1			
		C	Lincoln Plus High	no			0	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Willow Glen High	no			337	232	68.8			
		C	Broadway High	no			100	47	47			
		C2	San Jose High Academy Plus	no			18	3	16.7			
		C2	Gunderson Plus (Continuation)	no			13	7	53.8			
		C2	Pioneer Plus (Continuation)	no			13	3	23.1			
		C2	Liberty High (Alternative)	no			119	21	17.6			
		C2	Middle	no			26	8	30.8			
	Santa Clara County Office Of Education											
		C	Foundry County Community Day	no			4	0	0			
		C	County Community	no			20	10	50			
		C	Santa Clara County Juvenile Hall	no			28	10	35.7			
		C	Alternative Placement Academy	no			4	1	25			
		C2	Santa Clara County Special Education	no			194	26	13.4			
		C2	Leadership Public Schools - East San Jose	yes			19	8	42.1			
	Santa Clara Unified											
		B	Adrian Wilcox High	no			305	214	70.2			
		B	Santa Clara High	no			296	214	72.3			
		C	Juan Cabrillo Middle	no			159	104	65.4			
		C	New Valley Continuation High	no			44	10	22.7			
		C2	Pomeroy Elementary	no			49	0	0			
		C2	Buchser Middle	no			189	125	66.1			
		C2	C. W. Haman Elementary	no			23	14	60.9			
	Union Elementary											
		A	Lietz Elementary	no			22	21	95.5			
		A	Alta Vista Elementary	no			22	21	95.5			
Santa Cruz												
	Pajaro Valley Unified											
		A	Watsonville High	no			391	386	98.7			
		A	Amesti Elementary	no			28	26	92.9			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Aptos Junior High	no			103	94	91.3			
		A	Rolling Hills Middle	no			127	123	96.9			
		A	Lakeview Middle	no			128	118	92.2			
		A	Ann Soldo Elementary	no			29	28	96.6			
		B	Watsonville Charter School Of The Arts	no			12	10	83.3			
		B	Alianza Charter	no			25	20	80			
	Santa Cruz County Office Of Education											
		C	Pacific Collegiate Charter	yes			0	0	0			
		C2	Santa Cruz County Special Education	no			0	0	0			
RELEASED	*Scotts Valley Unified*											
	August-06	A	Scotts Valley High	no			38/167	33/162	86.8/97			
Shasta												
	Anderson Union High											
		B	Anderson New Technology High	no			42	31	73.8			
		C2	North Valley High	no			29	16	55.2			
	Enterprise Elementary											
		A	Alta Mesa Elementary	no			16	14	87.5			
		A	Mistletoe Elementary	no			34	32	94.1			
		A	Parsons Junior High	no			70	65	92.9			
	Fall River Joint Unified											
		C	Mountain View High (Continuation)	no			9	0	0			
		C	Soldier Mountain Continuation High	no			8	3	37.5			
		C	Fall River Elementary Community Day	no			1	0	0			
		C2	Mt. Burney Special Education Center	no			0	0	0			
	Gateway Unified											
		A	Mountain Lakes High	no			26	24	92.3			
		C	Gateway Community Day	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Shasta Lake Alternative	no			3	0	0			
	Redding Elementary											
		C	Stellar Charter	no			5	3	60			
	Shasta Union High											
		C	Shasta Secondary Home	no			113	70	61.9			
		C	North State Independence High	no			50	24	48			
		C2	Redding School Of The Arts	no			0	0	0			
Sierra												
	Sierra-Plumas Joint Unified											
		C	Loyalton High	no			39	0	0			
		C2	Sierra Pass (Continuation)	no			28	0	0			
Siskiyou												
	Butte Valley Unified											
		C	Mahogany Community Day High	no			7	0	0			
		C	Picard Community Day Elementary	no			4	1	25			
		C	Butte Valley High	no			25	16	64			
		C	Cascade High	no			7	0	0			
	Dunsmuir Joint Union High											
		C	Dunsmuir Joint Union High Community Day	no			0	0	0			
	Etna Union High											
		C	Scott Valley Community Day	no			1	0	0			
		C2	Scott Valley Junior High	no			20	12	60			
	Siskiyou County Office Of Education											
		C	J. Everett Barr Court	no			2	1	50			
	Siskiyou Union High											
		C	South County Community Day	no			5	1	20			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		C	Happy Camp Community Day	no			5	2	40			
	Yreka Union High											
		C	Yreka High	no			113	24	21.2			
		C2	Discovery High	no			32	4	12.5			
Solano												
	Dixon Unified											
		A	Dixon High	no			172	162	94.2			
	Travis Unified											
		A	Scandia Elementary	no			24	23	95.8			
		A	Foxboro Elementary	no			42	40	95.2			
	Vacaville Unified											
		C	Hemlock Elementary	no			26	15	57.7			
		C2	Orchard Elementary	no			28	19	67.9			
	Vallejo City Unified											
		A	Peoples High (Continuation)	no			48	43	89.6			
		A	Franklin Middle	no			160	142	88.8			
		A	Vallejo Middle	no			144	135	93.8			
Sonoma												
	Cotati-Rohnert Park Unified											
		C	El Camino High	no			25	9	36			
		C	Community Day	no			9	3	33.3			
		C	Phoenix High (Continuation)	no			10	3	30			
	August-06	C	Evergreen Elementary	no			18/16	10/16	55.6/100			
		C2	Rancho Cotate High	no			327	195	59.6			
		C2	Creekside Middle	no			144	99	68.8			
	August-06	C2	Gold Ridge Elementary	no			18/16	12/18	66.7/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
RELEASED	*Harmony Union Elementary*											
	August-06	C	Salmon Creek Middle	no			6/23	3/26	50/100			
	August-06	C2	Harmony Elementary	no			7/6	4/6	57.1/100			
	Healdsburg Unified											
		C	Marce Becerra Academy	no			0	0	0			
RELEASED	*Petaluma City Elementary*											
	August-06	B	Penngrove Elementary	no			17/16	14/16	82.4/100			
RELEASED	*Petaluma Joint Union High*											
	August-06	A	Petaluma Junior High	no			117/118	110/118	94/100			
	Santa Rosa High											
		B	Lawrence Cook Middle	no			110	83	75.5			
		C	Mesa High	no			0	0	0			
		C	Grace High	no			17	0	0			
		C	Midrose High	no			15	6	40			
		C	Nueva Vista High	no			13	7	53.8			
		C2	Maria Carrillo High	no			348	222	63.8			
		C2	Charter	no			3	2	66.7			
		C2	Montgomery High	no			393	220	56			
		C2	Piner High	no			274	172	62.8			
			Ridgway High (Continuation)	no			75	49	65.3			
RELEASED	*Sebastopol Union Elementary*											
	August-06	B	Brook Haven Elementary	no			73/73	62/73	84.9/100			
Stanislaus												
	Ceres Unified											
		B	Argus High (Continuation)	no			52	38	73.1			
	August-06	B	Carroll Fowler Elementary	no			34/29	24/28	70.6/96			
		C	Endeavor Alternative	no			5	1	20			
		C2	Central Valley High	no			157	105	66.9			
	August-06	C2	Walter White Elementary	no			37/31	23/30	7			
		C2	Whitmore Charter High	no			19	10	52.6			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Chatom Union Elementary											
		A	Chatom Elementary	no			24	23	95.8			
		B	Mountain View Middle	no			12	9	75			
	Keyes Union											
		A	Barbara Spratling Middle	no			36	35	97.2			
		C2	University Charter	yes			10	3	30			
	Modesto City High											
		C	Robert Elliott Alternative Education Center	no			232	134	57.8			
	Newman-Crows Landing Unified											
		C	Newman-Crows Landing Independent Study	no			13	0	0			
		C	Foothill Community Day	no			6	3	50			
	Oakdale Joint Unified											
		C	Oakdale Charter	no			0	0	0			
		C	Valley Oak High (Alternative)	no			0	0	0			
	Stanislaus County Office of Education											
	August-06	C	Archway Academy	no			0/8	0/8	0/100			
		C	Vocational Edcuation Academy	no			0/22	0/19	0/86			
	August-06	C	Community Middle College	no			Closed					
	Stanislaus Union Elementary											
		A	Josephine Chrysler Elementary	no			26	25	96.2			
	Turlock Unified											
	August-06	A	Osborn Elementary	no			44/44	43/44	97.7/100			
		A	Marvin A. Dutcher Elementary	no			19	17	89.5			
	August-06	A	Dennis G. Earl Elementary	no			39/39	38/39	97.4/100			
		A	John H. Pitman High	no			330	301	91.2			
	August-06	A	Crowell Elementary	no			35/47	32/47	91.4/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	A	Julien Elementary	no			41/41	40/41	97.6/100			
Sutter												
	East Nicolaus Joint Union High											
		A	East Nicolaus High	no			49	47	95.9			
	Sutter County Office Of Education											
		C	Sutter County Alternative/Opportunity	no			11	4	36.4			
	Sutter Union High											
		A	Sutter High	no			116	101	87.1			
RELEASED	*Yuba City Unified*											
	August-06	A	Lincrest Elementary	no			43/39	42/39	97.7/100			
		A	Yuba City Unified Alternative	no			8	7	87.5			
		A	Yuba City High	no			387	349	90.2			
		A	Bridge Street Elementary	no			28	25	89.3			
		A	Central Gaither Elementary	no			10	9	90			
	August-06	A	Lincoln Elementary	no			39/36	37/36	94.9/100			
		B	Tierra Buena Elementary	no			55	44	80			
Tehama												
RELEASED	*Corning Union High*											
	August-06	B	Centennial Continuation High	no			6/21	5/21	83.3/100			
	August-06	B	Corning-Center Alternative Learning	no			4/8	3/8	75/100			
RELEASED	*Los Molinos Unified*											
	August-06	A	Los Molinos High	no			20/33	17/33	85/100			
RELEASED	*Mineral Elementary*											
	August-06	B	Escholar Academy	no		On-line classes only						
RELEASED	*Red Bluff Joint Union High*											
	August-06	C	Rebound	no			15/5	2/5	13.3/100			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	August-06	C	Salisbury High (Continuation)	no			20/20	10/20	50/100			
Trinity												
	Mountain Valley Unified											
		A	Hayfork Valley Elementary	no			12	11	91.7			
		B	Hayfork High	no			38	27	71.1			
		C	Valley High	no			1	0	0			
		C2	Hyampom Elementary	no			2	1	50			
	Southern Trinity Joint Unified											
		B	Southern Trinity High	no			17	14	82.4			
		C	Mt. Lassic High (Continuation)	no			1	0	0			
		C2	Southern Trinity Community Day	no			1	0	0			
	Trinity County Office Of Education											
		C	Trinity County Juvenile Hall	no			1	0	0			
		C2	Trinity County Special Education	no			6	4	66.7			
	Trinity Union High											
		C	Trinity River Community Day	no			0	0	0			
		C	Alps View High (Continuation)	no			0	0	0			
Tulare												
	Dinuba Unified											
		C	Sierra Vista High (Continuation)	no			24	13	54.2			
		C2	Ronald Reagan Academy	no			24	10	41.7			
	Lindsay Unified											
		B	John J. Cairns Continuation	no			11	8	72.7			
		C2	Lindsay Community Day	no			0	0	0			
	Strathmore Union Elementary											
		A	Strathmore Middle	no			56	50	89.3			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
	Tulare County Office Of Education											
		C	Tulare County Court	no			6	3	50			
	Woodlake Union High											
		A	Woodlake High	no			110	95	86.4			
	Woodville Union Elementary											
		A	Woodville Elementary	no			42	39	92.9			
Tuolumne												
	Curtis Creek Elementary											
		A	Curtis Creek Elementary	no			59	53	89.8			
		C2	Sullivan Creek Elementary	no			13	9	69.2			
	Sonora Union High											
		C	Sonora High Community Day	no			4	1	25			
		C	Theodore Bird High	no			311	78	25.1			
		C2	Dario Cassina High	no			15	10	66.7			
	Summerville Union High											
		A	Summerville High	no			110	105	95.5			
		B	Cold Springs High	no			7	5	71.4			
		B	Southfork High	no			10	8	80			
		C	Mountain High	no			10	4	40			
		C	Long Barn High	no			12	4	33.3			
		C2	Sierra Community Day	no			12	0	0			
	Tuolumne County Office Of Education											
		C	Tuolumne County Juvenile Hall/Community	no			1	0	0			
		C	Tuolumne County Alternative/Opportunity	no			1	0	0			
		C	Tuolumne County Community Day	no			1	0	0			
		C2	Tuolumne County Community Middle	no			1	0	0			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Ventura												
	Moorpark Unified											
		A	Moorpark High	no			444	439	98.9			
	Mupu Elementary											
		A	Mupu Elementary	no			9	8	88.9			
	Oak Park Unified											
		A	Red Oak Elementary	no			22	21	95.5			
		A	Oak Hills Elementary	no			22	20	90.9			
		A	Medea Creek Middle	no			157	147	93.6			
	Ojai Unified											
		A	Nordhoff High	no			213	205	96.2			
	Oxnard Elementary											
		A	Driffill Elementary	no			47	44	93.6			
		A	Fremont Intermediate	no			232	208	89.7			
		A	Curren Elementary	no			35	33	94.3			
		A	Kamala Elementary	no			39	36	92.3			
		C	Nueva Vista Intermediate	no			3	2	66.7			
	Pleasant Valley											
		A	Dos Caminos Elementary	no			28	25	89.3			
		A	Tierra Linda Elementary	no			33	30	90.9			
	Ventura County Office Of Education											
		C	Gateway Community	no			40	19	47.5			
		C2	Vista Real Charter High	yes			20	8	40			
Yolo												
	Washington Unified											

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
		A	Bryte Elementary	no			20	17	85			
		A	River City Senior High	no			313	267	85.3			
		B	Westmore Oaks Elementary	no			25	19	76			
		B	Golden State Middle	no			206	150	72.8			
		C	Yolo High	no			38	22	57.9			
		C	Elkhorn Village Elementary	no			27	14	51.9			
		C	Westfield Village Elementary	no			28	12	42.9			
		C	Bridgeway Island Elementary	no			31	19	61.3			
		C	Merkley Youth Academy	no			Closed					
	Woodland Joint Unified											
		C	Middle Grades Community Day	no			1	0	0			
		C2	Douglass Middle	no			156	43	27.6			
		C2	Pioneer High	no			242	125	51.7			
		C2	Cache Creek High (Continuation)	no			31	15	48.4			
		C2	Grafton Elementary	no			11	7	63.6			
		C2	Lee Middle	no			130	38	29.2			
		C2	Woodland Community Day	no			1	0	0			
Yuba												
	Marysville Joint Unified											
		A	Yuba Gardens Intermediate	no			142	124	87.3			
		A	Kynoch Elementary	no			34	31	91.2			
		A	Ella Elementary	no			24	22	91.7			
		A	Cedar Lane Elementary	no			33	31	93.9			
		A	Marysville High	no			167	142	85			
		B	Arboga Elementary	no			12	10	83.3			
		B	Lindhurst High	no			238	193	81.1			
		C	North Marysville Continuation High	no			15	10	66.7			
		C	Lincoln (Abraham) (Alternative)	no			70	35	50			
		C2	Yuba Feather Elementary	no			16	10	62.5			

County	District Name	CMIS Group	School Name	Direct Funded Charter	Number of Teachers at Site	Average Years of Experience	2005 NCLB Classes/CMIS Reported	2005 NCLB HQT/CMIS Reported	2005 Compliance Percent/CMIS Percent	Possible AYP Issue	Poverty Rate	Minority Rate
Yuba County Office Of Education												
		C	Yuba County Career Preparatory Charter	no			596	320	53.7			
		C2	Yuba County Alternative/Opportunity	no			0	0	0			

NCLB HIGHLY QUALIFIED TEACHERS
Monitoring, Interventions and Sanctions Program

SCHOOL DISTRICT (LEA) MONITORING PROTOCOL

District «DISTRICT»
County «COUNTY» **CDS «CD_CODE»**

Number of schools (total) **«Elem_Schls» Elementary**
«MiddleJr_Schls» Middle/Jr
«High_Schls» High
«Other_Schls» Alternative

A. Parental Notification: Circle appropriate response and attach required documentation when instructed. Each LEA Title I participating school, in accordance with **Section 1111(h)(6)**, implements the Parents Right-to-Know requirements. Please

Yes/ No Notified parents of each student attending any school that receives Title I, Part A funds that parents may request, and the LEA provides in a timely manner, information regarding the professional qualifications of the student's classroom teachers. **Section 1111(h)(6)(A)**

- *Attach a copy of the notification with indication of how distributed.*
- To be compliant the documentation must describe (1) the information parents can request, (2) the process by which parents can make requests of the LEA and (3) the process that will be followed to provide the information**.**

Yes/ No Provided each parent "timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified." **Section 1111(h)(6)(B(ii))**

- *Please attach a copy of letter*
- *Indicate on the General Qualification spreadsheet which Title I teachers have not met the NCLB Teacher Quality requirements.*
  - To be compliant the notification letter must include (1) the teacher's name, (2) indication that the teacher in questions has not met the requirements for No Child Left Behind High Quality Teacher and it is recommended that you include (3) the academic subject affected**.**

B. Use of Funds: Circle appropriate response and attach required documentation as instructed.

Yes/ No The LEA has targeted funds to school with the lowest proportion of highly qualified teachers. **Section 2122(b)(2)** *Please provide written procedures/criteria for allocating funds*

Yes/ No The LEA has targeted funds to school who are identified for school improvement under **Section 1116(b). Section 2122(b)(3)** *Please provide written procedures/criteria for allocating funds*

Yes/ No The LEA has identified and developed a plan to insure equitable distribution of highly qualified teachers. **Section 1112. (C)(L)**

C. Total district FY 2004/05 Title I, Part A allocation:

a. Circle appropriate response based on actual use of Title I, Part A funds.

Yes/ No The LEA has used not less that 5% or more that 10% of its total annual allocation of Title I, Part A funds to ensure that all teachers and paraprofessionals who are not highly qualified become highly qualified" no later that the end of the 2005-2006 school year. **Section 1119 (1)**

For Title I, Part A (5% to 10% Professional Development to move teachers to HQ requirement) provide the **FY 2004/05** expenditures for each category below

a) $_____ Professional development activities for teachers

b) $_____ Professional development activities for paraprofessionals

c) $_____ Carrying out teacher advancement initiatives that promote professional growth

d) $_____ Testing of teachers in the academic subjects they teach.

e) $_____ Other (specify) _____

D. Total district FY 2004/05 Title II, Part A allocation: **[]**

a. Circle appropriate responses based on actual use of Title II, Part A funds and attach required documentation when instructed.

Yes/ No All teachers who teach in Title II Class Size Reduction programs, whose salaries are paid in full or in part from Title II, Part A funds are "highly qualified". **Section 2123 (a)(2)**

- *Attach a copy of the Certificate of Compliance (include HOUSSE, Part I and HOUSSE Part II, if required for certification) for **ALL** Title II CSR teachers.*

Of the Title II, Part A funds, provide the **FY 2004/05** expenditures for each category below.

a. $_____ Administration/Pupil Serves Personnel, only if the LEA is making progress toward meeting their AMOs and in a manner with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals. **Section 2123(1)**

b. $_____ Professional development activities for teachers

c. $_____ Professional development activities for principals

d. $_____ Professional development activities for paraprofessionals

e. $_____ Hiring of teachers to reduce class size

f. $_____ Developing and implementing mechanisms to help schools recruit highly qualified teachers (e.g., scholarships, signing bonuses, differential pay).

g. $_____ Developing and implementing initiatives to help schools retain highly qualified teachers and principals, particularly in high-needs schools (e.g., mentoring programs, induction programs, and financial incentives).

i. $_____ Testing of teachers in the academic subjects they teach.

j. $ _____ Other (Specify) _____

School: _____ District: _____

Total Number of Teachers on Site: _____ Type of School: _____

2005/06 AYP Met Not Met

SELF-STUDY SCHOOL SITE

Total Student Population _____ Total Free and Reduced Population _____

Total number of EL students _____ Percentage of Black and Hispanic Students _____

PART I

Policies, Practices, and Procedures for Hiring Highly Qualified Staff

Looking at vacancies for the 2004/05, 2005/06 and 2006/07 school years:

1. For this site, how many vacancies did you have for
   a) 2004/05 _____
   b) 2005/06 _____
   c) 2006/07 _____

2. What percentage of non-returning teachers did not return for each of the following reasons:

2004/05		2005/06	
1. non-reelect	_____	1. non-reelect	_____
2. voluntary	_____	2. voluntary	_____
3. retirement	_____	3. retirement	_____

2. On what date for 2006/07 did the site's hiring process begin in earnest? _____

3. Where are the job openings for this site posted? Please list all locations.

_____

_____

_____

4. In the last two years has the site administrator attended any job fairs? Yes No
   If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.

_____ _____

_____ _____

_____ _____

_____ _____

5. In the last two years has the site administrator attended any non-School of Education recruitment fair (i.e. a University School of Math, or Science, or English)? Yes No If yes, list and state number of hires resulting from each event.

_____ _____

_____ _____

_____ _____

_____ _____

6. Does your site work with a college or university teacher preparation program for the placement of student teachers on your site? Yes No If yes, in what areas and how many?

_____ _____

_____ _____

_____ _____

_____ _____

7. If you answered YES to question 8 please answer questions 9 and 10.

8. In the last two years has the site administrator participated in formal or informal observations of the student teacher for potential employment? Yes No

9. In the last two years were any student teachers, who had been placed within the LEA, hired on the site or within the district? Yes No

PART II
Policies, Practices, and Procedures for Retaining Highly Qualified Staff

1. Does your site or district conduct an exit interview for non-returning teachers? If yes, attach.

2. Looking at the 2004/05 and 2005/06 school years, what percentage of non-reelect releases were for the following reasons:

	2004/05	2005/06
a) staff reduction/ budget cuts	_____	_____
b) failure of employee to adequately perform contractual duties	_____	_____
c) other	_____	_____

3. Support for new teachers
   1. Is BTS supported and fully implemented within your district? Yes No
   2. Are new teachers on this site assigned a mentor/buddy? Yes No
   3. Is training and/or support provided for new teachers for school-wide events such as back-to-school night and open house? Yes No

4. On a separate piece of paper please identify practices and programs at the site level that encourage teachers to remain on this site (i.e. teacher appreciation day, paid professional development days, faculty retreats, etc...)

PART III
Experience of Staff

1. How many teachers on this site have between 1 and 5 years of teaching experience? _____
2. How many teachers on this site have between 6 and 10 years of teaching experience? _____
3. How many teachers on this site have more than 10 years of teaching experience? _____
4. How many teachers on this site are on a STIP,PIP or emergency permit? _____
5. How many teachers on this site have been at this school for less than 5 years? _____
6. How many teachers on this site have been at this site for more than five years, but less than ten years? ___
7. How many teachers on this site have been on this site for more than 10 years? _____

ADMINISTRATORS

8. Has the current principal been in this position for less than two years? Yes No If no, how long has the current administrator been at this site? _____
9. How many years of administrative experience does the current administrator have? _____

10. For administrators that have been site principals for *less* than five (5) years:
    - Identify the district/LEA professional development opportunities made available to the site administrator(s) in the past five (5) years; of these how many did you participate in?

      _____ _____

      _____ _____

      _____ _____

      _____ _____

11. For administrators that have been site principals for *more* than five (5) years:
    - Identify the district/LEA professional development opportunities made available to the site administrator(s) in the past five (5) years; of these how many did you participate in?

      _____ _____

      _____ _____

      _____ _____

      _____ _____

12. Does this site participate in any type of staff evaluation of its administrator(s)? If yes, attach.
    - If yes, does this feedback direct the professional development activities for that administrator?

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Connections to Higher Education

During the next year California Department of Education's HQ Staff will gather data to evaluate the success of each of these programs, monitor their implementation in select LEAs and School Sites, and determine their future inclusion in HQ monitoring programs. Participation in this monitoring program is determined by the Compliance. Monitoring, Sanctions, and Interventions Program discussed in the text of the plan.

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Likely Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
CSU Chico	The Department of Professional Studies in Education at California State University, Chico provides a long-term response to the challenges of improving the preparation of personnel to serve school-aged children with mild to moderate disabilities and of meeting the staffing needs in a large region experiencing shortages of these personnel. The need for special programs addressing teacher recruitment and retention in the area of Special Education is evidenced by the fact that 50.9% of Elementary Special Education classes and 44.5% of Secondary Special Education classes are taught by non Highly Qualified Teachers.	The Department of Professional Studies in Education at California State University, Chico has received two major federal grants totaling $2.3 million to support special education teaching.	LEAs and School sites that have been identified under CMIS will be advised of this program and encouraged to have interested teachers participate as well as use this as a potential source of recruitment for Special Education teachers.	X	X		Each LEA will submit evidence of placement and retention of HQ Special Education Teachers in high-poverty rural schools from this program, using the charts in Appendix 9B. CDE will use this data to determine whether the program is effective in placing HQ teachers in these hard-to-staff districts.	Janet Canning, Consultant Phone: 916-327-4217 OR Email: JCanning@cde.ca.gov Chico Concurrent and Education Specialist Program Office 530-898-6887

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Likely Succes	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Subject Matter Projects (CSMP)	The California Subject Matter Projects (CSMP), are administered by the University of California Office of the President (UCOP). CSMP assists new, under-prepared and veteran teachers to develop and master core academic content and research proven instructional methods. This program targets the teachers in the 14.3% of classes that are not being taught by HQ teachers.	In compliance with AB1734 (1998) this program is funded in part from the general state funds and portions are funded by the Regents of the University of CA.	LEAs and School sites that have been identified under CMIS will be advised of this program and encouraged to have qualifying teachers participate.			X	Success will be measured by an increase in HQTs and performance of these teachers after participation in this program. This will be reported by the each LEA or school site as reported in Appendix 10A.	Jean Treiman Phone: 510- 987-9490 Email: Jean.Treiman@ucop.edu OR http://csmp.ucop.edu/

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Likely Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
UC Irvine Extension Program	In an effort to produce more and better qualified science and math teachers nationwide, the University of California (UC) Irvine Extension is planning a series of online courses to help K-12 teachers pass the California Subject Examination for Teachers (CSET), as well as prepare teachers from California and across the U.S. meet the subject matter competency requirements of the No Child Left Behind (NCLB) Act. The need for teacher recruitment and retention in the areas of math and science is evidenced by the fact that 16.5% of Science and classes and 18% of Mathematics classes are taught by non Highly Qualified Teachers.	Funded by the Regents of the University of CA.	LEAs and School sites that have been identified under CMIS will be advised of this program and encouraged to have qualifying teachers participate.			X	Success will be measured by an increase in HQTs and performance of teachers within each LEA or school site after participation in this program. Such data will be collected by CDE using Appendix 10A.	University of California, Irvine Irvine, CA 92697 Phone: 949-824-5011

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Connections to Higher Education						
Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
CSU Chico						
California Subject Matter Projects (CSMP)						
UC Irvine Extension Program						

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Data and Reporting Systems

The California Department of Education will Identify current inequities using current data collection systems and plan revisions to further refine and improve data collection throughout the state. While all LEAs submit such data to the state as a part of the CBEDs reporting system, special attention will be paid to those schools participating in the Compliance. Monitoring, Sanctions, and Interventions Program discussed in the text of the plan.

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Measures of Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Examination of current data	The CDE identified 372[1] LEAs required to participate in a CDE-monitored program in which the LEA, with close supervision and participation by the CDE, will develop a comprehensive recruitment and retention plan in order to achieve equitable distribution of HQTs under No Child Left Behind. Data examined include each LEA's percentage of HQTs for 2005-06, the percentage of students who characterize themselves as Black or Latino, the percentage of students living at or below the poverty line, and whether or not the sites within the LEA have met their AYPs.	Quality Education Investment Act (QEIA) (SB 1133) apportions $1.1 million to fund nine new staff to implement and monitor the efforts of schools identified by the CMIS process.	All LEAs participating in the CMIS program will submit data and have this data analyzed by CDE analysts on the CMIS staff.	X	X		Each LEA will have a detailed and comprehensive plan to attract and retain highly qualified teachers so that all sites within the LEA have a staff of experienced and highly qualified teachers. CDE, during its scheduled monitoring visits and periodic review of submissions by the LEA, will evaluate the plan, its implementation, and its effectiveness by comparing the increase in the number of HQs from year to year.	Donald A. Kairott Phone:916-323-6440 Email: DKairott@cde.ca.gov Lynda Nichols Phone:916-323-5822 Email: LNichols@cde.ca.gov

[1] Please see Attachment 6

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Improving the Quality of Teachers in Hard-to-Staff Schools

California's plan to improve the quality of teachers in hard-to-staff schools has two areas of focus:

1) Build capacity within these hard-to-staff schools to improve the quality of teachers already on staff at these hard-to-staff schools
2) Add incentives in some areas to allow for movement between schools within a given LEA.

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
One Thousand Teachers, One Million Minds Initiative	Intended to increase the supply and quality of science and mathematics teachers in California by providing students the opportunity to complete a bachelor's degree and all requisite course work to be highly qualified as a secondary teacher in math or science in four years.	The 2005—2006 California State Budget allocated $750,000 to the UC to begin the "California Teach: One Thousand Teachers, One Million Minds" program.	This program targets freshmen and sophomores enrolled at UC campuses. Incentives are being developed to encourage participants to teach in high-poverty and/or high-minority schools.	X		X	CDE will collect data from each LEA or school site within the CMIS program by using Appendix 11C. Because this program is in its second year, there is no data yet available on its success. As participants graduate from the program data will be supplied by the program to the state regarding the graduation rate, credentialing rate, and placement of the participants. Currently there are 27 students, 6 instructors, 7 placement schools, and 2 mentor teachers participating in 2 of the 9 UC Campuses.	University of California, Office of the President 800-523-2048 OR Phil Lafontaine Phone: 916-323-6189 Email: PLafontaine@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
SB 1133 (Torlakson) (Pending) **Quality Education Investment Act**	Awards funds for the creation of improved working conditions and positive classroom learning environments that will "attract and retain well-qualified teachers." Each teacher would be required to participate in at least 40 hours a year of professional development provided by the LEA that relate to the academic subject taught, time to meet and work with other teachers, and improving instruction by improving pupil learning in a manner consistent with academic content standards.	Appropriates $3 million from California's General Fund for the 2007-2008 fiscal year with $450 million annually from 2008-2009 fiscal year through the 2013-2014 fiscal year.	Funding is allocated to elementary and secondary schools and charter schools that are ranked in either decile 1 or 2 on the 2005 API for use in performing various specified measure to improve academic instruction and pupil academic achievement.		X	X	Because each school site will be required to report to the state, their progress and compliance with mandatory state reviews and assistance for non compliant schools participating in this program shall provide evidence of increased actual pupil attendance and increased graduation rates (for secondary schools only).	Office of Public School Instruction: (916) 449-3160 Kathleen Seabourne Phone: (916)319-0929 Email: KSeabourne@cde.ca.gov Tom Adams, Phone:(916) 319-0663 Email: TAdams@cde.ca.gov Don Kairott, Phone:(916)323-6440 Email: dkairott@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Mathematics and Science Partnership Program	California Mathematics and Science Partnership (CaMSP) grants are intended to help educators improve their skills in teaching math and science. The grants are awarded to eligible partnerships or educational agencies that in turn create opportunities for teachers to receive professional development in teaching math and science. Target schools include those where at least 40 percent of students qualify for the National School Lunch Program. The need to improve the quality of science and math teachers is evidenced by the fact that 16.5% of Science classes and 18% of Mathematics classes are taught by non HQTs.	No Child Left Behind Act of 2001, Title II, Part B, sections 2201-2202	All eligible persons or organizations legally authorized to do business in the state of California may apply to provide professional development for teachers. In turn these opportunities will target teachers who are employed at high-poverty schools, defined by at least 40% of students qualifying for the National School Lunch Program. See also: http://www.cde.ca.gov/fg/fo/profile.asp?id=438			X	This program will be presented to each LEA and/or school site participating in the CMIS program. CDE will collect data from each of these LEAs or school sites as to the success of this program for their math and science teachers who are not NCLB compliant. See Appendix 10C.	Program: Jeanne Ludwig Phone : 916-323-5190 E-mail : jludwig@cde.ca.gov Fiscal: Maxine Wheeler Phone : 916-323-4746 E-mail : mwheeler@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Mathematics and Reading Professional Development (AB 466)	Assembly Bill (AB) 466 (Chapter 737, Statutes of 2001) established state funding for the Mathematics and Reading Professional Development Program (AB 466). This is a reimbursement program that provides professional development for K—12 classroom teachers, instructional aids, and paraprofessionals. See also: http://www.cde.ca.gov/pd/ca/ma/mard05.asp	General fund of the California State Budget allocates $200,000 to the Department of Education to administer the program.	In order to provide maximum access, the institutes shall be offered through multiple university and college campuses or in a regionally accredited program offered through instructor-led, interactive online courses. Priority given to schools whose pupils' with low English language arts scores on California's standardized test, schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals, and schools with a high number of beginning and non-credentialed teachers.	X		X	Critical areas of reporting by the LEAs engaging in this professional development include reports to the State Board of Education on the following: 1. the professional development was delivered by an approved provider 2. the LEA has instructional materials for each student that are aligned to state academic content standards in reading/language arts and mathematics in those grades and subject areas for which the local educational agency intends to receive payment for training teachers 3. provision of a minimum of 20 hours of professional development and 20 hours of follow-up to instructional aides and paraprofessionals	Mathematics—Program Questions and Provider Information Yvonne Evans Phone : 916-323-5252 E-mail : yevans@cde.ca.gov Reading/Language Arts—Program Questions and Provider Information Ellen Jensen Phone: 916-323-4711 Email: ejensen@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Mathematics and Reading Professional Development Senate Bill 472	Reauthorized AB 466 through June 2012. Highest priority for this program is given to secondary special education teachers and teachers who qualify for rural flexibility county office programs. Additionally, priority is given to teachers who are new to teaching, who are assigned to high-priority schools, and who are assigned to schools that are under sanctions.	$120,00 of the California State General Fund was allocated to the California Department of Education to administer this program.	In order to provide maximum access, the institutes shall be offered through multiple university and college campuses or in a regionally accredited program offered through instructor-led, interactive online courses. Priority given to schools whose pupils' with low English language arts scores on California's standardized test, schools with high poverty levels, as determined by the percentage of pupils eligible for free or reduced price meals, and schools with a high number of beginning and non-credentialed teachers.	X		X	This bill requires the California Department of Education to collect and report data regarding program effectiveness and preprogram and post-program pupil achievement, as well as retention rates of teachers, instructors, and paraprofessionals who participated in the program training. Because this bill was signed into law on August 31, 2006 no data has yet been collected under this provision.	Mathematics—Program Questions and Provider Information Yvonne Evans Phone : 916-323-5252 E-mail : yevans@cde.ca.gov Reading/Language Arts—Program Questions and Provider Information Ellen Jensen Phone: 916-323-4711 Email: ejensen@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Succe	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
National Board Certification Program	The National Board for Professional Teaching Standards (NBPTS) provides a rigorous measure for experienced teachers through sets of teaching standards that describe the accomplished level of teaching. Over the course of a school year, candidates for national certification must create a portfolio of their teaching and sit for an assessment of their content knowledge. National Board certification is available in more than 24 certificate areas, defined by a student age range and the content taught. Teachers seeking National Board Certified Teacher (NBCT) status often create small learning communities as they develop their portfolios. The National Board certification process requires teachers to examine their practice and provides the opportunity to address apparent weaknesses. The process can take up to three years for teachers who discover a weakness that must be addressed. National Board certification is the epitome of long-term, meaningful professional development. Approximately one percent of all California teachers are NBCTs.	The federally funded Candidate Subsidy Program (CSP) provides 50 percent of the candidate fees, and the state-funded NBPTS Incentive Award Program provides a $20,000 incentive award for NBCTs who work in high-priority schools. The 2006 Budget Act proposes additional state funding to increase the candidate fee support to 90 percent.	The program targets high-priority schools.			X	With approximately 50 percent of California NBCTs teaching in the bottom half of all California schools (determined by the Academic Performance Index), California is the national exception with regard to the equitable distribution of NBCTs.	http://www.nbpts.org/

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Succe	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Beginning Teacher Support and Assessment (BTSA) Program	The purposes of the Beginning Teacher Support and Assessment (BTSA) Program are to enhance the success and retention of first-year and second-year teachers by aiding the transition into teaching, improve training for new teachers; provide intensive individualized support and assistance to each participating beginning teacher; and establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession	Section 44279.2(c) of the Education Code allows local education agencies (LEA) to apply for and receive state funding to support induction programs through the Beginning Teacher Support and Assessment program. For fiscal year 2005-06, BTSA Induction is funded from the AB 825 Teacher Credentialing Block Grant, and will be used to provide more than 24,000 participating teachers in 154 BTSA Induction Programs	All newly-credentialed, beginning teachers in the state of California are required to participate and it is the preferred pathway to a California Professional (Clear) Teaching Credential.		X	X	Participating Teachers are ensured a quality induction experience through an extensive annual peer program review process and on-going formal, summative peer reviews. Program stakeholders and leaders use a structured, date-based inquiry process to assess and improve the quality of their program and assure their alignment with Induction Program Standards. Each year, teams engage in a rigorous self-study and peer review of documents and evidence that leads to the development and implementation of an Annual Improvement Plan. Program accountability is further monitored through the CCTC accreditation process.	Sarah Solari, Consultant Phone:(916)324-5688 Email: ssolari@cede.ca.gov Ron Taylor, Consultant Phone:(916)323-4819 Email: rtaylor@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Succe	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott): Certificated Staff Mentoring	Certificated Staff Mentoring established by SB 1209 provides $6,000 annual stipends to experienced teachers to teach in staff priority schools and assists teacher interns during their induction and first years of teaching.	$11.2 million from California's General Fund has been allocated to establish the Certificated Staff Mentoring (CSM) Program which will provide a $6,000 annual stipend to teachers to serve as mentors to new and intern teachers in their first years of teaching.	Stipends are awarded to mentor teachers who serve in "staff priority" schools, defined as schools in deciles 1 -3 for the API or Juvenile Court Schools.	X	X	X	This bill requires the State Superintendent of Public Instruction and the California Commission on Teacher Credentialing to review, revise, study, and report on specified aspects of teachers induction programs so as to closely monitor improvement in these programs as measured by teacher preparedness and retention.	Don Kairott Phone: (916) 323-6440 Email: dkairott@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
The California Subject Matter Projects	The California Subject Matter Projects (CSMP), are administered by the University of California Office of the President (UCOP). CSMP assists new, under-prepared, and veteran teachers to develop and master core academic content and research proven instructional methods that are linked to adopted California content standards, curriculum frameworks, and related approved instructional materials.	In compliance with AB1734 (1998) this program is funded in part from the general state funds and portions are funded by the Regents of the University of CA.	LEAs and School sites that have been identified under CMIS will be advised of this program and encouraged to have qualifying teachers participate.			X	Success will be measured by an increase in HQTs and performance of these teachers after participation in this program. This will be reported by the each LEA or school site as reported in Appendix 10A.	Jean Treiman Phone: (510) 987-9490 Email: Jean.Treiman@ucop.edu

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Cross-cultural, Language and Academic Development (CLAD) Certificates	The Cross-cultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate authorize teachers to provide certain types of instruction to English learners.	There is no funding allocated for this program. Teachers who received their credential before the CLAD certificate was required may apply to their LEA to use Title II funds to cover the cost of the certification process.	This certification is required for all California classroom teachers who have one or more English learners in their classroom.			X	This certification demonstrates the level of knowledge and skills required to teach English learners effectively. This is especially significant given that Hispanics constitute about 75% of all students enrolled in programs for the limited English proficient (LEP), including bilingual education and English as a second language (ESL) programs. Additionally, approximately 35% of Hispanic children live in poverty.	California Commission on Teacher Credentialing Phone: 888-921-2682 Paula Jacobs Phone: 916-319-0270 Email: pjacobs@cde.ca.gov,

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Bilingual Teacher Training Program	Bilingual Teacher Training Program (BTTP) funds support schools and districts as regional training centers in preparing teachers, kindergarten through grade twelve, for California Commission on Teacher Credentialing authorization to provide instructional services to English learners. The training prepares teachers in the appropriate methodologies to facilitate English learners' acquisition of English and academic development.	This is a professional development opportunity for educators. LEAs may choose to apply Title II funds to cover the cost of this program for their educators.	Targeted program designed to teach populations of high-language learners, which typically indicates high-minority students.	X			The funding for each regional training center is dependent upon its pass rate, as determined by the number of participants in its training programs, compared to the pass rate of these participants on the BCLAD assessment. This program is especially significant given that Hispanics constitute about 75% of all students en-rolled in programs for the limited English proficient (LEP), including bilingual education and English as a second language (ESL) programs. Additionally, approximately 35% of Hispanic children live in poverty.	Paula Jacobs, Phone: 916-319-0270 E-mail: pjacobs@cde.ca.gov,

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Improving the Quality of Teachers in Hard-to-Staff Schools						
Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
One Thousand Teachers, One Million Minds Initiative						
SB 1133 Quality Education Investment Act						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
California Mathematics and Science Partnership Program						
Mathematics and Reading Professional Development (AB 466, reauthorized under AB 472))						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
National Board Certification Program						
Beginning Teacher Support and Assessment (BTSA) Program						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
Senate Bill 1209 (Scott) Certificated Staff Mentoring						
The California Subject Matter Projects						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
Cross-cultural Language and Academic Development (CLAD) Certificates						
Bilingual Teacher Training Program						

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Increasing the Numbers of Highly Qualified Teachers in California

The California Department of Education will identify current inequities using current data collection systems and plan revisions to further refine and improve data collection throughout the state.

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Finding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Teacher Internship Programs	Alternative teacher credentialing programs provide opportunities for teacher candidates to become highly qualified through a state-approved alternative teacher credential program while working as classroom teachers.	Funding ($2,500 per capita) is available to California approved teacher preparation programs to carry out these objectives. Each January the CCTC issues a Competitive Grant Program to teacher preparation programs who want to prepare interns for California's classrooms. In 2005-06, 8,400 interns will participate in funded internship programs.	While no particular group is targeted, the purpose of the internship program is to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, and attract those who bring valuable attributes and experiences into teaching.	X			In the 2004-2005 school year, 4486 Internship Credential were issued by the California Commission on Teacher Credentialing. This is an enormous number of teachers to enter the profession. By linking these high-need districts to this pool of teachers CDE can identify the increase in the number of teachers who become fully credentialed and employed in hard-to-staff schools upon completion of a local or district internship program.	California Commission on Teacher Credentialing - Michael McKibbon, Administrator Email: MMcKibbin@ctc.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Assumption Program of Loans for Education (APLE)	The APLE is a competitive teacher incentive program designed to encourage outstanding students, district interns, and out-of-state teachers to become California teachers in subject areas in which a critical teacher shortage has been identified or in designated schools meeting specific criteria.	The APLE is a state-funded competitive teacher incentive program administered by the California Student Aid Commission.	APLE participants who agree to, and provide, the designated teaching service in the areas of **math, science, or special education** are eligible to receive an additional $1,000 per year in loan assumption benefits. Participants meeting this requirement who provide teaching service in a California public school that is ranked in the lowest 20 percentile of the Academic Performance Index are eligible to receive an additional $1,000 per year for a possible total loan assumption benefit of up to $19,000.	X			A vast majority (63.4%) of those persons receiving APLE warrants taught in low-income schools with another 11.3% teaching in Special Education. These numbers are likely to increase as the targeted school districts promote this program for potential recruits.	California Student Aid Commission (916)526-8999
Direct Loan Program: Teacher Loan Forgiveness – FFEL	Designed to attract teachers to high-poverty schools and high-need areas by offering $5,000 to $17,500 in loan forgiveness	Federal Student Aid Program	Targets high-poverty schools by offering full-time teachers who serve in these schools for five consecutive up to $5,000 loan forgiveness.	X			ED data indicate that between FY2001 and FY2003, approximately $11 million in teacher loans were forgiven. However, ED projections indicate that between FY2005 and FY2014, as more teachers become eligible, over $1.6 billion in teacher loans will be forgiven.	California Student Aid Commission (916)526-8999 OR US Department of Education – student aid studentaid.ed.gov/

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Finding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Cancellation of Perkins Loans for Teachers	Teachers may qualify for cancellation (discharge) of up to 100 percent of a federal Perkins loan if they have served full time in a public or nonprofit elementary or secondary school system as a: 1. Teacher in a school serving students from low-income families; or 2. Special education teacher; or 3. Teacher in the fields of mathematics, science, foreign languages, or bilingual education or in any other field of expertise determined by a state education agency to have a shortage of qualified teachers in that subject.	Federal Student Aid Program	Targets high-poverty schools and areas of high-need (namely Special Education, math, science, foreign languages, bilingual education, or other fields designated as teacher shortage areas)	X			No data of success of this program currently available.	California Student Aid Commission (916)526-8999 OR US Department of Education – student aid studentaid.ed.gov/
Federal SMART Grant Program	The Federal Budget Reconciliation Act recently enacted by Congress establishes a new National Science and Mathematics Access to Retain Talent (SMART) Grant program. The Act creates a new award in the amount of $4,000 for Pell Grant recipients in their junior or senior years who maintain a 3.0 GPA and who major in science, math, engineering, or a foreign language critical to national security. While not directed at teachers, the grants would be available to eligible Pell Grant recipients who participate in the UC/CSU SMI program.	Federal Student Grant Program	Targets areas of high-need and teacher shortage, namely science, math, engineering, or foreign language. While not specific to teachers it can apply to a teacher's undergraduate program expenses.	X			This grant is new, beginning July 1, 2006, so evidence of probable success is not yet available.	California Student Aid Commission (916)526-8999 OR US Department of Education – student aid studentaid.ed.gov/

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitme	Retention	Improving Teacher Quality		
International Teachers	International certificates are issued to applicants who are from a country other than the United States, who have completed at least a bachelor's degree with a major in the field of teaching, who have met all cultural/educational visa requirements. The certificate can be renewed for up to two additional years at the request of the school district if the teacher has met all certification examination requirements during the first year. The Commission on Teacher Credentialing works closely with responsible officers and foreign country representatives to provide appropriate certification and employment to international teachers.	Cost is borne by teacher seeking the California Credential.	These teachers often meet critical needs in hard-to-staff geographical and subject areas, especially special education, secondary math and sciences, and foreign languages.	X			With critical shortages in hard-to-staff sites, recruiting highly qualified teachers to serve in these areas continues to be a priority of California.	California Commission on Teacher Credentialing Phone: 888-921-2682 Or Edda Caraballo Phone: 916-319-0396 Email: ECaraballo@cde.ca.gov
Troops Teachers (TTT)	The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in targeted schools.	This federal program is managed by the Defense Activity for Non-Traditional Education Support (DANTES).	Research conducted by the National Center for Education Information in their publication: *Profile of Troops To Teachers* indicates that participants in the Troops To Teachers Program are far more likely to teach in high-need areas of study as well as large-city schools than the national average for teachers.	X			According to the National Center for Education Information's *Profile of Troops To Teachers* 59% of teachers who participated in the Troops to Teachers Program indicate that they would not have entered the teaching profession without this program. Number of participants in this program in districts where this was previously not used or used infrequently.	National Center for Alternative Certification www.teach-now.org OR Troops to Teachers www.ProudToServeAgain.com or 800-231-6242

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Secondary Teachers of Multiple Subjects Verification Process	This new verification process is a means of providing an opportunity for secondary teachers of multiple subjects to become highly qualified. The program is designed to offer rigorous content preparation as well as professional development opportunities that incorporate both theory and practice. This program has been developed by the Ventura County Office of Education (VCOE) and will be available by the Fall of 2007.	VCOE was awarded funding from CDE under the 2006 Budget Act, Lite Iten #66110-001-0890.	Recent studies suggest a teacher's own knowledge has a substantial impact on student learning ("Love and Math" by C. Jerald)	X			CDE's current data indicates that only 57.8% of teachers in Alternative Schools are NCLB compliant. The need for an alternative verification process of these teachers is of the utmost importance. The VCOE, along with CDE developed a highly successful CSET preparation program in 2005, with pass rates for the CSET ranging from 17% - 93% depending on ethnicity and subtest taken.	Curriculum Leadership Lynda Nichols, Lead Consultant (916) 323-5822 or LNichols@cde.ca.gov
Senate Bill 1209 (Scott): Alternative Certification Program	Alternative Certification Program: Authorizes the Commission on Teacher Credentialing to award additional funds to the provider for each teacher interns if the program offers at least 40 hours additional training in teaching English learners and provide a reduced ratio of experienced teachers to teacher interns.	California General Fund – Internship Funds	This incentive will better prepare teachers that may be teaching in high-minority schools.	X			Teachers who are better prepared to meet the needs of their students and who have a more solid foundation in the profession are more likely to stay in the profession and develop their professional commitment to the school and the profession.	California Commission on Teacher Credentialing Michael McKibbon, Administrator MMcKibbin@ctc.ca.gov Tom Lugo Phone: 916-323-6257 or Email: TLugo@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott): Testing	Credential candidates can substitute a passing score, as established by the State Superintendent of Public Instruction, on the Graduate Record Examination General Test (GRE), the SAT, and the ACT Plus Writing Test to satisfy basic skills required in lieu of the California Basic Educational Skills Test (CBEST). This provision will remove the need to take one of the many exams teachers are required to take and speed up the process of entering a credential program after the completion of the bachelor's degree.	California General Fund	This streamlined process will speed up the process of entering the teaching profession, without sacrificing actually professional and content preparation, for all perspective teachers. This is especially helpful to teachers with limited financial resources.	X			Persons entering the teaching profession often become frustrated with what they perceive as barriers to entering the profession. By streamlining the process, more people will be encouraged to enter the profession.	California Commission on Teacher Credentialing Michael McKibbon, Administrator MMcKibbin@ctc.ca.gov OR Curriculum Leadership Lynda Nichols Phone: 916-323-5822 Email: LNichols@cde.ca.gov
AB 825: Teacher Credentialing Block Grant	School districts, county offices of education, and consortia of districts and county offices that offer approved Beginning Teacher Support and Assessment programs are eligible for Teacher Credentialing Block Grant funds. The purpose of this program to provide induction services for first-year and second-year teachers and aid them in moving from their preliminary credential to their clear credential.	California has established a series of block grants, funded by the California General Fund, that will be directed to teacher credentialing.	Available to all LEAs offering new teacher induction programs	X	X	X	CCTC collects data examining the retention rate of participants. A report published by UC Riverside is due on November 1, 2006, examining the effectiveness of this program and recommending any changes to the program to improve its effectiveness.	Professional Development Roxane Fidler, Consultant RFidler@cde.ca.gov (916) 323-4861

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Increasing the Numbers of Highly Qualified Teachers in California						
Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
California Teacher Internship Programs						
California Assumption Program of Loans for Education (APLE)						

Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
Direct Loan Program: Teacher Loan Forgiveness						
Cancellation of Perkins Loans for Teachers						

Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
Federal SMART Grant Program						
International Teachers						

Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
Troops To Teachers						
Secondary Teachers of Multiple Subjects Verification Process						

Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
Senate Bill 1209 (Scott): Alternative Certification Program						
Senate Bill 1209 (Scott): Testing						

Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
AB 825: Teacher Credentialing Block Grant						

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Recruiting and Retaining Highly-Qualified Teachers in Hard-to-Staff Schools

California's Department of Education's HQ staff will coordinate with other divisions within CDE, namely the Curriculum Frameworks & Instructions Resources Division to evaluate how districts are spending these monies to improve

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott): PMATs	Six county offices were chosen to provide technical assistance to school districts in personnel management and recruitment and hiring processes.	California General Fund in accordance with *Education Code* Section 44740(b)(2)(B)	Six county offices will be selected so that all regions within the state are served.	X	X		Programs designed to address the recruitment and hiring practices of all schools, but especially those characterized as hard-to-staff is of fundamental importance to meeting the goal of full HQ compliance. Well-supervised and planned recruitment centers are California's best practice in assuring each LEA has adequate resources to staff its schools with experienced and highly qualified teachers.	Sarah Solari Phone: 916-324-5688 Email: SSolari@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Senate Bill 1209 (Scott): Salary Planning Grants	SB 1209 authorizes the district and teachers' bargaining unit to apply to the SPI for technical assistance and planning grants to facilitate the planning of a salary schedule for teachers based on criteria other than years of training and experience (e.g., step and column salary schedule).	Superintendent may make planning grants from funds appropriated for this purpose in the annual Budget Act or other legislation	Designed to compensate teachers for the additional responsibilities, time, and effort required to serve in challenging school settings, and reward teachers for professional growth tied to their particular assignments.		X	X	We know that half of new U.S. teachers are likely to quit within the first five years because of poor working conditions and low salaries – this attempts to address the inequity in pay and reward dedicated teachers. http://www.washingtonpost.com/wp-dyn/content/article/2006/05/08/AR2006050801344.html	Sarah Solari Phone: 916-324-5688 Email: SSolari@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
SB 1133 (Torlakson) (Pending) **Quality Education Investment Act**	Awards funds for the creation of improved working conditions and positive classroom learning environments that will "attract and retain well-qualified teachers." Each teacher would be required to participate in at least 40 hours a year of professional development provided by the LEA that relate to the academic subject taught, time to meet and work with other teachers, and improving instruction by improving pupil learning in a manner consistent with academic content standards.	Appropriates $3 million from California's General Fund for the 2007-2008 fiscal year with $450 million annually from 2008-2009 fiscal year through the 2013-2014 fiscal year.	Funding is allocated to elementary and secondary schools and charter schools that are ranked in either decile 1 or 2 on the 2005 API for use in performing various specified measure to improve academic instruction and pupil academic achievement.		X	X	Because each school site will be required to report to the state, their progress and compliance with mandatory state reviews and assistance for non compliant schools participating in this program shall provide evidence of increased actual pupil attendance and increased graduation rates (for secondary schools only).	Office of Public School Instruction: (916) 449-3160 Kathleen Seabourne Phone: (916)319-0929 Email: KSeabourne@cde.ca.gov Tom Adams Phone:(916) 319-0663 Email: TAdams@cde.ca.gov Don Kairott, Phone: (916)323-6440 Email: dkairott@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
California Teacher Recruitment Program	In an effort to help meet the critical need for teachers in California, the Sacramento County Office of Education is coordinating a recruitment effort aimed at finding highly qualified teachers for low - performing schools.	The program is authorized by Assembly Bill 146 (Laird), Budget Act of 2005, and provides up to $3 million for the program	Designed to help recruit highly qualified teachers for low performing schools and help meet a critical need. California will focus its attention on three geographic areas for its recruitment efforts for schools in deciles 1-3 on the state's Academic Performance Index: 1. Riverside and San Bernardino Counties, 2. Los Angeles County, and 3. San Joaquin and Salinas Valleys.		X		The program began August 24, 2006, and will end on January 31, 2008 so no data is yet available.	Sacramento County Office of Education Joyce E. Wright, Ed.D Assistant Superintendent Phone:(916) 228-2653 Email: jwright@scoe.net

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
SB 550 Vasconcellos (2004) Ed. Code Sec. 42127.6	Requires school districts to maintain all facilities in a working order, improve working conditions, create positive classroom learning environments and provide sufficient textbooks and instructional materials for all students.	This bill appropriated $20,200,000 from the General Fund to the State Department of Education and, of that amount $5,000,000 was appropriated for transfer to the State Instructional Materials Fund for purposes of acquiring instructional materials, as specified. $15,000,000 was appropriated for allocation to county offices of education for review and monitoring of schools, as specified, and $200,000 was appropriated for purposes of implementing this act.	Targets schools in deciles 1 -3 on the Academic Performance Indext.		X		Nearly half of new teachers leave the profession within the first five years due, in part, to poor working conditions. CDE will closely monitor the use of these funds by collecting data using the school accountability report card to report condition of buildings and facilities. Periodic reports from the Fiscal Crisis and Management Assistance Teams established to aid LEAs in facilities repair and maintenance. Evaluate the number of uniform complaints filed against each LEA for insufficient textbooks, instructional materials, or poor facility conditions.	Office of Public School Instruction: 916-449-3160 Kathleen Seabourne Phone: (916)319-0929 Email: KSeabourne@cde.ca.gov Tom Adams Phone: 916-319-0663 Email: TAdams@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Source of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Legislative Mandates under <u>Williams:</u> **SB 6 Alpert (2004)**	Established the School Facilities Needs Assessment Grant Program which conducted a one-time facilities needs assessments for schools in deciles 1 – 3. It also established the School Facilities Emergency Repair Account to pay for emergency facilities repairs for these same schools.	$250,000 was appropriated from the General Fund to the State Allocation Board for the administration of the School Facilities Needs Assessment Grant Program and the School Facilities Emergency Repair Account for the 2004–05 fiscal year. $30,000,000 from the General Fund, was appropriated for school districts under the School Facilities Needs Assessment Grant Program and $5,000,000 was appropriated for transfer to the School Facilities Emergency Repair Account.	This program targets schools in deciles 1 – 3 in the Academic Performance Index.		X		Nearly half of new teachers leave the profession within the first five years due, in part, to poor working conditions. CDE will closely monitor the use of these funds by collecting data through the school accountability report card to report sufficiency of textbooks and instructional materials as well as site conditions.	Office of Public School Instruction: (916) 449-3160 Kathleen Seabourne Phone: (916)319-0929 Email: KSeabourne@cde.ca.gov Tom Adams Phone:(916) 319-0663 Email: TAdams@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitmen	Retention	Improving Teacher Quality		
California Extra Credit Teacher Program	The Extra Credit Teacher Program (ECTP) is designed to make homeownership a possibility for eligible teachers, administrators, classified employees and staff members working in high-priority schools in California. The ECTP is intended to help high priority schools attract and retain education professionals by offering an incentive in the form of down payment assistance for the purchase of a home anywhere in California.	California General Fund	This program is intended for eligible teachers, administrators, classified employees and staff members in high priority schools across the state.	X	X		Teachers who are connected to their community are likely to stay in their positions. Strong community ties between teachers, parents, students, and community leaders is essential to the success of attracting and retaining highly qualified teachers.	California Finance Housing Agency - http://www.calhfa.ca.gov/homeownership/programs/ectp.htm
Transition To Teaching Grants	The program provides grants to recruit and retain highly qualified mid-career professionals and recent graduates as teachers in high-need schools. Additionally, these grants encourage the development and expansion of alternative routes to certification under state-approved programs that enable individuals to be eligible for teacher certification within a reduced period of time, relying on the experience, expertise, and academic qualifications of an individual or other factors in lieu of traditional course work in the field of education.	Federally sponsored program	This program targets high need schools and requires participants to continue in these schools for at least three years.	X	X		Programs designed to address the recruitment and hiring practices of all schools, but especially those characterized as hard-to-staff is of fundamental importance to meeting the goal of full HQ compliance. CDE will collect data to measure the increase in number of teachers recruited through this program in LEAs where this was previously not used or used infrequently.	www.ed.gov/programs/transitionteach/index.html

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
SB 1655 Voluntary Transfers (Pending)	Senate Bill (SB) 1655 is currently awaiting the Governor's signature, this bill removes most of the barriers that prevent many school districts from placing the best qualified teachers in the lowest performing schools (in API deciles 1 -3). SB 1655 would allow principals in API decile 1 – 3 schools to reject the 'voluntary' transfer of teachers not meeting students' needs. SB 1655 will help prevent the circumstance where low-income, low-performing schools are often not notified that veteran teachers are leaving or transferring until late summer.	No funding required	Targets low-performing schools (deciles 1 – 3)		X		No data yet available.	Don Kairott, Phone: (916)323-6440 Email: dkairott@cde.ca.gov

Program	Description of how this program will improve the equitable distribution of teachers	Resources		Program's Target			Evidence of Probable Success	Program's Contact Information
		Sources of Funding	Distribution of Resources	Recruitment	Retention	Improving Teacher Quality		
Teacher Recruitment and Student Support Program (TRSSP)	The Teacher Recruitment and Student Support Program (TRSSP) creates funding for schools for the following purposes: • a safe, clean school environment for teaching and learning; • providing support services for students and teachers; • small group instruction; • activities, including differential compensation, focused on the recruitment and retention of teachers who meet the NCLB definition of a highly qualified teacher; • activities, including differential compensation, focused on the recruitment and retention at those schools of highly skilled principals; • time for teachers and principals to collaborate for the purpose of improving student academic outcomes.	Budget Act of 2005, Item 6110485-0001 provides $46.5 million for improving student learning in low-performing schools (deciles 1 – 3). Each identified district is eligible to receive $23.73 per pupil	Targets low performing schools (deciles 1 -3)	X	X		Thus far, tens of millions of dollars have been awarded to qualifying schools and used to substantially improve the school sites and their instructional capabilities.	http://www.cde.ca.gov/fg/fo/r12/trssp05rfa.asp

Equitable Distribution Through Recruitment and Retention in High-Need Districts

Recruiting and Retaining Highly-Qualified Teachers in Hard-to-Staff Schools						
Program	**Identification of LEAs or School Sites**	**Introduction of Program to LEAs or School Sites**	**CDE's Monitoring of LEA's or School Site's Program Use**	**CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals**	**CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years**	**Next Steps?**
Senate Bill 1209 (Scott): PMATs						
Senate Bill 1209 (Scott): Salary Planning Grants						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
SB 1133 (Torlakson) Quality Investment Education Act						
California Teacher Recruitment Program						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
SB 550 (Vasconcellos)						
SB 6 (Alpert)						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
California Extra Credit Teacher Program						
Transition To Teaching Grants						

Program	Identification of LEAs or School Sites	Introduction of Program to LEAs or School Sites	CDE's Monitoring of LEA's or School Site's Program Use	CDE's Evaluation of Program's Progress in the LEA or School Site At 1 Year Intervals	CDE's Evaluation of Program's Success in the LEA or School Site After 5 Years	Next Steps?
SB 1655 Voluntary Transfers (Pending)						
Teacher Recruitment and Student Support Program (TRSSP)						

Monitoring, Intervention, and Sanctions for No Child Left Behind Teacher Requirements

In contrast to previous reauthorizations of the Elementary and Secondary Education Act, the No Child Left Behind (NCLB) Act of 2001, requires that the state educational agency (SEA) and the local educational agencies (LEAs) be held jointly accountable for the goals included in the plan. As part of the plan described in Section 1111, each SEA must develop a plan to ensure that all teachers teaching in core academic subjects are highly qualified no later than the end of the 2005-06 school year.

This section describes California's plan to meet the accountability requirements for NCLB teacher requirements, which include data collection and reporting, annual review of progress, improvement plans, the LEA monitoring and the California Department of Education (CDE) interventions. Sections one and two are required of all LEAs within California. The last three sections, three, four, and five, are directed at LEAs that have been identified as non-compliant under the Highly Qualified Teacher (HQT) Monitoring, Intervention, and Sanctions (MIS) system for improving teacher quality.

General Accountability Requirements for HQTs

During the 2002-03 school year, LEAs developed their LEA Plan for utilizing federal NCLB funds and for integrating federal and state programs, where allowable, to achieve NCLB goals. To meet Goal 3 of the LEA plan, districts and county offices were required to complete a needs assessment of their teachers and to develop plans for ensuring that all teachers would be highly qualified by the end of the 2005-06 school year. Also, LEAs were required to describe how they would provide high quality professional development and support for teachers to meet NCLB teacher requirements. Title II, Part A funds are available to support all school sites in an LEA service area to meet goal 3.

The State Board of Education (SBE) in the State Consolidated Application for NCLB funding established the following performance indicators for Goal 3, HQTs:

- An annual increase in the percent of core academic subject courses taught by NCLB compliant teachers in the aggregate (e.g., state, LEA, and school) and for schools in the highest quartile of poverty and those in the lowest quartile

- An annual increase in the percent of teachers receiving high quality professional development, and

- An annual increase in the percent of paraprofessionals assisting in instruction in Title I programs who are qualified.

The SBE adopted Annual Measurable Objectives (AMO) for each LEA and school that include, at a minimum: (A) an annual increase in the percent of classes in the core

academic subject that are taught by NCLB compliant teachers at each LEA and school, to ensure that all core academic classes are taught by NLCB compliant teachers no later than the end of the 2005-06 school year; (B) an annual increase in the percentage of teachers who are receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and (C) an annual increase in the number of instructional paraprofessionals working in Title I supported programs who fully meet the paraprofessional requirements, to ensure that they meet these requirements by not later than January 2006.

Monitoring progress on AMOs: Year One and beyond.

The CDE must ensure the completeness and accuracy of HQT data reported to the State by LEAs specifically related to: (a) how LEAs report to parents and the public on classes taught by non-highly qualified teachers, (b) steps taken to ensure that core academic subjects are being taught by Highly Qualified teachers in at least the same proportion in low income schools as in high income schools in each LEA, and (c) hiring only highly qualified teachers in Title II Class Size Reduction and Title I programs. Additionally, the CDE must ensure that all LEAs are collecting the data necessary to report annually on these performance indicators for each. All schools and districts, irrespective of funding sources, must report annually on their progress toward achieving the federal goals on the Consolidated Application for Categorical Funds (Con App). If necessary, LEAs must modify their plans to achieve this goal. Detailed information about teacher and paraprofessional qualifications is available in the *California NCLB Teacher Requirements Resource Guide* at http://www.cde.ca.gov/nclb/sr/tq.

LEAs reported the number of core academic classes offered in October 2003, at each school and the number of these classes taught by NCLB compliant teachers on the ConApp Part I in spring 2004. This report established the LEA baseline percent of core academic subject courses taught by NCLB compliant teachers in October 2003, at each school. For the purposes of establishing this baseline, LEAs were to consider teachers NCLB compliant if the teachers completed their *NCLB Teacher Requirements: Certificate of Compliance* based solely on their prior education and/or testing results. The LEAs did not have sufficient time to include classes taught by teachers who are or will be NCLB compliant upon completion of the High Objective Uniform State Standard of Evaluation (HOUSSE) process. The LEAs' AMOs were established at one-third of the difference between 100 percent and their baseline percent. For LEAs that failed to report on ConApp Part I, their baselines were set at zero and the AMOs at 33.3 percent. When reporting their Year One progress on the NCLB Teacher Requirement page of the ConApp Part II in fall 2004, LEAs included the classes taught by teachers who were compliant based on the completion of the California HOUSSE process. The ConApp reporting process provided immediate feedback to the LEAs if their AMOs for Year One had been achieved.

To monitor each school's progress toward achieving their AMOs, LEAs must develop mechanisms to record the NCLB compliance status of their teachers annually by core subject area classes. The objective is to move all teachers into the "Compliant Teacher"

column in every core academic subject area through careful recruitment and hiring of highly qualified teachers and the application of appropriate staff development efforts. Annually, the compiled information should be used as a mechanism to develop a professional development plan which will offer opportunities for teachers to move into the “Compliant Teacher” column and for teacher recruitment efforts.

Furthermore, the CDE has created the HQT Monitoring, Intervention, and Sanctions (MIS) Team to rigorously monitor LEAs implementation of the HQT requirements. The HQT MIS plan implements a process that identifies schools which are struggling to meet their AMOs. The plan outlines a series of steps the team will take, with escalating sanctions to ensure all LEAs comply with the HQT requirements. Additionally, the MIS team will coordinate with existing CDE monitoring and technical assistance efforts, including Categorical Program Monitoring, School Assistance and Intervention Teams, District Assistance and Intervention Teams, and the Statewide System of School Support (S4). The team also coordinates with the California Subject Matter Projects, which provide the professional development for supporting HQT in the state. The plan includes timelines and specific activities to collect HQT data, monitor LEA implementation, and impose sanctions where appropriate, to ensure statewide compliance with the HQT provisions of NCLB Section 2141(c).

LEA Non-compliance under HQT MIS Program-Level I

If an LEA has not met its AMOs by year 2 of the plan, or does not achieve a satisfactory finding during the HQT MIS process the LEA must submit a current MIS Monitoring Form to the CDE for each school that failed the MIS monitoring process and for the LEA as a whole.

- Submit a NCLB MIS Improvement Plan, using step 1 through step 3, which outlines:

    a. LEA’s plan to move all of non-compliant teachers to the compliant teacher column

    b. LEA’s plan to address how parents and the public are notified of classes taught by non-HQT for over four consecutive weeks

    c. LEA’s plan to ensure that experienced and qualified teachers are equitably distributed among classrooms with poor and minority children as those with their peers

    d. LEA’s plan to ensure only HQTs are hired to teach in Title II Class Size Reduction and Title I programs

    e. LEA’s plan to increase teacher recruitment efforts in affected core areas

The MIS Improvement Plan must include the following:

- Timeline of activities designed to provide solutions
- Benchmarks for progress
- Funding sources and amount to be used

Directions for Developing LEA MIS Plan

STEP 1

The LEA should compile information about the NCLB compliance of all of their teachers by assigned core academic subject areas. (Review the *NCLB Teacher Requirements Resource Guide* and the school and district ConApp data.) The LEA should know which teachers have not completed a *NCLB Teacher Requirements: Certificate of Compliance* for the core academic subject areas to which they are assigned. Also, projected hiring needs over the next three years should be included in the review of data.

STEP 2

The LEA analyzes the data to determine the specific issues that have prevented the LEA and specific school sites from identifying individual teachers' needs to become NCLB compliant. The LEA should analyze major differences among schools overall, within specific subject area and for high and low poverty schools in terms of equitable distribution of HQTs, as well as including an analysis to show how the LEA will re-allocate and recruit the necessary qualified teachers to fill gaps in current staffing by core content areas. Analyze the process for reporting to parents and the public on classes taught by non-highly qualified teachers. Analyze the data on hiring practices in Class Size Reduction and Title I programs.

STEP 3

The LEA will develop a plan that specifically addresses the issues that have prevented each school within the LEA and/or the LEA from meeting NCLB teacher requirements. LEAs must target solutions to these issues by providing teacher and/or site support. The solutions should ensure that qualified teachers are equitably distributed across all school sites within the LEA and that all core academic subject classes are taught by highly qualified teachers.

Possible recruitment solutions:

- Provide scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach:

    a. In academic subjects in which there exists a shortage of HQTs within a school or within the LEA; and

b. In schools in which there exists a shortage of HQTs.

- Incentives, including financial incentives, to promote transfer of NCLB compliant teachers to sites within the LEA which have a large number of teachers not yet NCLB compliant.

- California Subject Examinations for Teachers (CSET) preparation and reimbursement.

Possible retention and stability solutions:

- CSET preparation and reimbursement.

- Innovative professional development programs (which may be provided through partnerships with Institutions of Higher Education, including credential programs).

- Development and use of proven, effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning.

- AB 466/AB 75 training.

- Site, content or learner specific professional development.

- Beginning Teacher Support and Assessment/Induction program.

LEA Non-compliance under HQT MIS Program-Level II

If an LEA has failed to meet the conditions set-forth in the MIS plan after one year, the LEA must enter into a Memorandum of Understanding (MOU) with the CDE. This MOU will ensure that the LEA will meet all NCLB teacher requirements and conditions by the end of the school year.

Memorandum of Understanding

If the CDE determines that an LEA has failed to meet the requirements set forth in the MIS plan, the LEA shall enter into a MOU with the CDE. The MOU must include the following:

- A new corrective action plan developed by the CDE staff, in collaboration with the LEA which will provide a detailed description of all staffing, recruitment, and retention strategies the LEA will use to meet its goals.

- The Corrective Action Plan must be reviewed and approved by:

    a. The LEA school board members,
    b. The Superintendent, and
    c. All relevant site administrators.

- Funding sources and projected budgets specific to each participating school site must be included with the plan.

- Assurances that the LEA will not use Title I, Part A funds to fund any new paraprofessionals, except where specified in the MOU.

- Evidence that the Title II, Part A funds are directed to specific schools that have not met their goals.

LEA Non-compliance under HQT MIS Program-Level III

A Level III for persistent noncompliant districts would most likely require withholding of funds. Further details on this process are currently under development. The following section from *The Education Department General Administrative Regulation* (*EDGAR*) Part 80.43 states as follows:

- Remedies for noncompliance. If a grantee or subgrantee materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, an assurance, in a State plan or application, a notice of award, or elsewhere, the awarding agency may take one or more of the following actions, as appropriate in the circumstances:

    a. Temporarily withhold cash payments pending correction of the deficiency by the grantee or subgrantee or more severe enforcement action by the awarding agency,

    b. Disallow (that is, deny both use of funds and matching credit for) all or part of the cost of the activity or action not in compliance,

    c. Wholly or partly suspend or terminate the current award for the grantee's or subgrantee's program,

    d. Withhold further awards for the program, or

    e. Take other remedies that may be legally available.

District: _____ Type (circle one): Unified Elementary Joint High

Location (circle one): Urban Suburban Rural

Total Teacher Population _____

DISTRICT/LEA SELF-STUDY

PART 1
Policies, Practices, and Procedures for Hiring Highly Qualified Staff

1. Does your district conduct an exit interview for non-returning teachers? YES NO If yes, attach.

2. Where are job openings for positions in this LEA posted? Please list all locations.

_____ _____
_____ _____
_____ _____
_____ _____

3. Between the close of a posted position and an offer of employment, how much time typically lapses?
   Less than 30 days ___ Between 30 and 45 days ___ Between 45 and 60 days _____
   More than 60 days ___

4. In the last two years has district office personnel attended any job fairs? Yes No
   If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.

_____ _____
_____ _____
_____ _____
_____ _____

5. In the last two years has district office personnel attended any non-School of Education recruitment fair (i.e. a University School of Math, or Science, or English)? YES NO
   If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.

_____ _____
_____ _____
_____ _____
_____ _____

6. In the last two years has district office personnel attended any School of Education recruitment fair? YES NO
   If yes, please list dates and locations. Indicate how many new hires resulted from each job fair listed.

_____ _____
_____ _____
_____ _____
_____ _____

In the last two years has the LEA participated in any out-of-state recruitment for college graduates or credentialed teachers?

YES NO If yes, how many teachers were hired, in what subjects?

Math	_____	English	_____
Science	_____	Multiple Subject/Elementary	_____
Special Education-Elementary	_____	Special Education-Secondary	_____

7. In the last two years has the LEA or County Office of Education host a recruitment event? If yes, where were the announcements posted? YES NO

   a. How many persons attended? _____

   b. How many teaching positions were filled as a result of this event? _____

8. What interview program or techniques does your district employ? How frequently are trainings offered in this methodology? _____

PART II

Policies, Practices, and Procedures for Retaining Highly Qualified Staff

1. Does your district/LEA participate in the APLE (loan forgiveness) program? YES NO

2. Does your district provide signing bonuses for HQTs? YES NO If yes, in what areas

   Math YES NO

   Science YES NO

   English YES NO

3. Does your LEA or COE have a CCTC approved internship program? YES NO

4. On a separate piece of paper please identify practices and programs at the district level that encourage teachers to remain in the district (i.e. teacher appreciation day, paid professional development days, faculty retreats, etc...)

PART III

Policies, Practices, and Procedures for Equalization of experienced and highly qualified teachers

Please answer the following questions separately for each school in the LEA

1. For each school within the LEA with 90% or higher HQT
   - What was the school's AYP for 2005/06?
   - Average class size in NCLB Core Academic classes?
   - What is the average number of year's experience of the teaching staff?
   - What is the average number of year's in the district for the staff at this site?
   - How many teachers are on PIPS, STIPS, or emergency permits?
   - What is the average number of year's experience of the administrators?
   - What is the average number of year's experience in the district for the administrator at this site?

2. For each school within the LEA with 90% or higher HQT
   - Is the site more than 20 years old? Yes No If yes, when was the site last renovated?
   - What type of technology does each teacher have available to them on this site?
     - Computer dedicated for teacher use, with internet access Yes No
     - Laptop with internet access Yes No
     - E-mail in classroom and access at home

3. For each school within the LEA with 75% or lower HQT
   - What was the school's AYP for 2005/06?
   - Average class size in NCLB Core Academic classes?
   - What is the average number of year's experience of the teaching staff?
   - What is the average number of year's in the district for the staff at this site?
   - How many teachers are on PIPS, STIPS, or emergency permits?
   - What is the average number of year's experience of the administrators?
   - What is the average number of year's experience in the district for the administrator at this site?

4. For each school within the LEA with 75% or lower HQT
   - Is the site more than 20 years old? Yes No If yes, when was the site last renovated?
   - What type of technology does each teacher have available to them on this site?
     - Computer dedicated for teacher use, with internet access Yes No
     - Laptop with internet access Yes No
     - E-mail in classroom and access at home

ITEM # 37

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Mathematics and Reading/Language Arts Professional Development Program, Senate Bill 472: Approve Guidelines and Criteria for Training Providers	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the incorporation of guidelines training curriculum for Senate Bill (SB) 472 providers of the Mathematics and Reading/Language Arts Program, SB 472, into the existing Curriculum Guidelines and Criteria.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Assembly Bill (AB) 466, the Mathematics and Reading/Language Arts Professional Development Program (MRPDP), was signed into law on October 11, 2002. The SBE approved the Curriculum Guidelines and Criteria for the development of the training curriculum February 2002. AB 466 legislation is due to repeal on January 1, 2007.

The MRPDP provides professional development on integration of the academic content standards, curriculum frameworks, and instructional materials that are aligned to state standards, which means for kindergarten and grades one through eight, inclusive, materials adopted by the SBE after January 1, 2001, unless otherwise authorized by the SBE. For grades nine through twelve, inclusive, "instructional materials that are aligned to state standards" means materials that the governing board of the local educational agency has, after careful review, certified are aligned to the state mathematics or reading content standards and the curriculum frameworks for these subjects.

The ultimate goal of the program is to increase student achievement by providing teachers and instructional aides or paraprofessionals with professional development that can effectively address the varied learning needs of all pupils with an emphasis on English language learners and pupils with exceptional needs.

SUMMARY OF KEY ISSUES

SB 472, the reauthorization of AB 466, requires adding expanded and/or new language to the existing Curriculum Guidelines and Criteria for the curriculum of the 40-hour initial training. The new language adds a provision that would ensure a provider's curriculum include instructional strategies designed to help all pupils gain mastery of the California academic content standards with special emphasis on English language learners and

SUMMARY OF KEY ISSUES (Cont.)

pupils with exceptional needs. In addition, participant learning outcomes were added for clarity, and criteria was added to ensure that whenever provider curriculum is revised in a substantive way, it is submitted for review. These new Curriculum Guidelines and Criteria will be reflected in *Education Code* (*EC*) Section 6, subsection 99237 (2A, B, C, D)(3), Section 11(a). Ensuring that providers have the new criteria and guidelines to amend or create new training curriculum will support the smooth transition from AB 466 to SB 472 professional development. Attachments 1 through 3 reflect the Curriculum Guidelines and Criteria for SB 472. Attachments 4 through 6 reflect the Curriculum Guidelines and Criteria for AB 466.

Current SBE-Approved Training Providers will be required to submit their newly amended curriculum materials to the CDE to demonstrate compliance to the updated requirements. In addition, they will be required to submit an updated application and proposal, but will not be required to undergo the formal SBE approval process.

New providers seeking SBE approval will be required to complete a provider application form and submit a detailed proposal (as outlined in the attachments). The proposal consists of eight components: (1) legal requirements; (2) targeted audience; (3) required materials; (4) use of training time; (5) training design and delivery; (6) qualifications and expertise; (7) evaluation and reporting; and (8) assurance of proprietary rights. Both the provider application form and the guidelines and requirements for completing the proposal will be located on the CDE Web site at http://www.cde.ca.gov.

SB 472 also includes provisions for 40-hours of professional development for teachers of English learners. The criteria and guidelines for this provision will be developed once the English Learner Professional Development Advisory Committee is formed and their recommendations to the State Superintendent of Public Instruction are prepared, as reflected in *EC* Section 6, subsection 99237.5 (4h[1]), (2A, B, C, D).

FISCAL ANALYSIS (AS APPROPRIATE)

The request for SBE approval has no fiscal impact.

ATTACHMENT(S)

Attachment 1: Section II - Guidelines and Criteria for Training Curriculum for SB 472 Providers (40 hour Initial Training), Subsections A-H (3 Pages)

Attachment 2: Section II - Guidelines and Criteria for Training Curriculum for SB 472 Providers (40 hour Initial Training), Subsection I (Mathematics) (1 Page)

Attachment 3: Section II - Guidelines and Criteria for Training Curriculum for SB 472 Providers (40 hour Initial Training), Subsection J (Reading) (1 Page)

Attachment 4: Section II - Guidelines and Criteria for Training Curriculum for AB 466 Providers (40 hour Initial Training), Subsections A-H (3 Pages)

ATTACHMENT(S) (Cont.)

Attachment 5: Section II - Guidelines and Criteria for Training Curriculum for AB 466 Providers (40 hour Initial Training), Subsection I (Mathematics) (1 Page)

Attachment 6: Section II - Guidelines and Criteria for Training Curriculum for AB 466 Providers (40 hour Initial Training), Subsection J (Reading) (1 Page)

Section II - Guidelines and Criteria for Training Curriculum for SB 472 Providers (40 hour Initial Training), Subsections A-H

If the provider(s) develops a well-designed Mathematics and Reading Professional Development Program that successfully meets or exceeds the established criteria, they will be approved as an SB 472 training provider. The ultimate goal is to develop teachers and instructional aides or paraprofessionals who can effectively address the varied learning needs of all pupils with emphasis on English language learners and pupils with exceptional needs thereby increasing student achievement. This goal will be accomplished by teaching the academic content standards, curriculum frameworks, and instructional materials that are aligned to state standards, which means for kindergarten and grades 1 to 8, inclusive, materials adopted by the State Board of Education (SBE) after January 1, 2001, unless otherwise authorized by the SBE. For grades 9 to 12, inclusive, "instructional materials that are aligned to state standards" means materials that the governing board of the local education agency (LEA) has, after careful review, certified are aligned to the state mathematics or reading content standards and the curriculum frameworks for these subjects.

Proposal Components	SB 472 Provider Guidelines and Requirements **Provider must…**	SB 472 Required Assurances and Documentation **Provider must submit a proposal for approval, which includes…**
A. Legal Requirements	Use training curriculum and instructional materials that are aligned to the state academic content standards, as defined in Section 99231, subsection c. This means: for grade K to 8, inclusive, materials adopted by the SBE; for grades 9 to 12, inclusive, materials that the governing board of the LEA has, after careful review, certified are aligned to both the state reading-language arts or mathematics content standards and the curriculum frameworks for these subjects. Emphasis of training curriculum will be based on academic content standards, the state-adopted curriculum frameworks, the use of instructional materials that will be used by pupils and are aligned to the academic content standards, and instructional strategies designed to help all pupils gain mastery of the California academic content standards with special emphasis on English language learners and pupils with exceptional needs [as defined in Section 99237 (a)(2) (A-D)].	• Assurances of the following: o Use of training curriculum that has been approved by the SBE. When updates or revisions occur with training curriculum, the most current copy will be submitted and reviewed for program assurances. o Use of training curriculum based on instructional materials that will be used by pupils and are aligned to the reading-language arts and mathematic curriculum frameworks and academic content standards adopted by the State Board of Education pursuant to Section 60605.
B. Targeted Audiences	• Serve all teachers designated by the LEA [as defined in Section 99231 (e) and Section 99233 (a) (1-6)] by grade level or program/course level. • Serve all instructional aides or paraprofessionals designated by the LEA [as defined in Section 99231 (a) and (b) and Section 99233 (a) (7)] by school level.	• Assurance that the LEA designates the teachers to be served by grade level or program/course level and the instructional aides or paraprofessionals are served by school level.
C. Required Materials	• Provide an instructor's training curriculum (manual) for the Teacher Institute that is aligned with the district-adopted instructional materials; include a timed agenda, all of the overheads/PowerPoint presentations used by the provider/instructor, and citations for all materials to be included (curriculum framework, scientific research, Teacher's Guide, and other pertinent materials addressing the diagnostic nature of standardized tests, progress monitoring assessments, and the STAR program) for each grade level or program/course level. • Provide an instructor's training curriculum (manual) for the instructional aide or paraprofessional Institute. Include a timed agenda, all of the overheads/Power Points used by the provider/instructor, and citations for all materials to be included. • Provide each attendee with a participant notebook/manual with required readings. • Provide a complete set of adopted grade level or program/course level materials, including electronic components, both teacher and student.	• A complete and annotated/scripted instructor's training curriculum notebook/manual. • Assurance that each attendee will receive a participant notebook/manual with required readings (and on-line/Web site resources). • Assurance that participants will have copies of the relevant curriculum frameworks and that they are referred to throughout the training, especially in regard to the instructional strategies to teach essential content to address the varied learning needs of pupils with emphasis on English language learners and pupils with exceptional needs, and preparation for the achievement tests. • Assurance that a complete set of adopted grade level or program/course level materials, both teacher and student, are on display in training room.

Proposal Components	SB 472 Provider Guidelines and Requirements **Provider must…**	SB 472 Required Assurances and Documentation **Provider must submit a proposal for approval, which includes…**
D. Use of Training Time	• Require teacher participants to complete the minimum time requirements of the training (40 hours). • Require instructional aides or paraprofessionals participants to complete the minimum time requirements of the training (20 hours). • Provide multiple opportunities for meeting requirements of the training (make-up training or technological-based alternatives).	• Assurance that the training will meet the minimum hours: 40 hours for teachers and 20 hours for instructional aides or paraprofessionals. • Guarantee that participants will have multiple opportunities to complete the minimum time requirements of the training by providing the LEA with the provider's web page and/or training calendar, when available.
E. Training Design and Delivery	• Provide all 40 hours of training by grade level or program/course. • Provide for an interactive training that ensures small group discussion, requires active participation by attendees, and supports adult learning theory. The following are mandatory: o Room set-up with small table groupings. o Breakdown of instructional time as follows: 30% for presentation and direct instruction of academic content standards, curriculum framework, and instructional material's core and ancillary components, 40% for demonstrations and modeling of key routines to illustrate instructional strategies that ensure all students master the academic content standards, with emphasis on ELL and students with exceptional needs, and 30% should involve practice, small and large group discussion, and other participant activities to reinforce learning. • Provide assurance that when the total class size exceeds 35, a second instructor will be provided to alternate over the course of the training assuring a ratio of no more than 35:1. • Secure support from LEA's central office for the training and provide personnel to register, attend, and monitor activities at training. • Estimate the number of authorized instructors to be available in: 2006-07, 2007-08, 2008-09, 2009-10, 2010-2011, and 2011-2012. • Indicate the organization's capacity to serve (total number of participants). • Collaborate with LEA in the planning of the training. Offer alternatives to small or rural LEAs. These may include: suggestions to form or join a consortium in their local or regional area; suggestions to these LEAs to send their participants to locations outside of their area and assistance with identifying sessions that might match teacher needs; and, where available, alternative delivery models such as webcast training.	• Description of delivery methods, including daily agendas and breakdown of time allocations, table and room set-up, and classroom structures that support adult learning theory and optimal team effectiveness and learning. • Assurance on ratio of instructor to participants when class size exceeds 35. • Estimations of number of authorized instructors to deliver training over the next five years and capacity to serve. • Assurance to collaborate with each LEA in the planning and delivery of the training. • Assurance that provider will acquire an agreement with all LEAs that district office personnel will be present and involved in training, including, but not limited to, participation in SB 472 Participant Survey.
F. Qualifications and Expertise	• Provide evidence of provider's experience and qualifications to deliver most current provider training curriculum to teachers and instructional aides or paraprofessionals. (Evidence would include knowledge of Reading First, SAIT, and PI requirements as well as knowledge of Response to Intervention (RtI), Special Education, ELD/ELL practices, and assessment literacy.) • Provide evidence of instructors' experience (i.e. classroom teacher, coach, or professional developer) and qualifications to deliver training to teachers and instructional aides or paraprofessionals. • Provide description of instructor certification and quality control processes.	• Documentation of provider's experience and qualifications to provide professional development to teachers and instructional aides or paraprofessionals (i.e. evaluation data from past training institute, development of assessments, and/or SAIT provider, for example). • Documentation of lead instructor(s), all provider partners, including resumes, and description of instructors (i.e. classroom teacher, coach, or professional developer). • Documentation of instructor certification process, including: 1) qualifications required of instructors; 2) description and number of days of training provided to instructors; and 3) ongoing quality control to maintain effectiveness of instructors.

Proposal Components	SB 472 Provider Guidelines and Requirements Provider must…	SB 472 Required Assurances and Documentation Provider must submit a proposal for approval, which includes…
G. Evaluation and Reporting	• Collect, track, and report to the LEA (for the CDE review by the SBE) on information needed for interim and final reports for submission to the legislature, including: • Attendance data on all participants, including: Name, School, Title, Address, Attendance, and Make-Up Attendance. • Additional participant information, including teachers by credential type, grade level, number of years teaching with the instructional materials, and number of years teaching. • Number of instructional aides or paraprofessionals who directly assist with classroom instruction. • Information on the effectiveness of the program, including (at a minimum) survey data gathered from program participants and district personnel through the SB 472 Participant Survey on the final day of the Institute, rating instructors and content.	• Assurance to collect and report all additional information needed for CDE interim and final reports. • Assurance to collect and report attendance data on all participants (including retention of records) to LEA in a timely manner. • Assurance to survey participants on the quality of instructors and content and report findings to LEA in a timely manner.
H. Assurance of Proprietary Rights	• Proprietary rights of provider's training curriculum will be protected.	• Acknowledgement and acceptance of proprietary rights to provider training curriculum.

Proposal Components	Section II – Guidelines and Criteria for Training Curriculum for SB 472 Providers (for 40 hour Initial Training), Subsection I (Mathematics)
I. Institute Training Curriculum -- Teachers K-7 Mathematics and 8-12 Mathematics Programs	**K-7 Mathematics and 8-12 Mathematics Courses For Teachers (Algebra I, Geometry, Algebra II, Trigonometry, Mathematical Analysis, Linear Algebra, Probability and Statistics, Calculus)** **The training should include instructional strategies designed to help all pupils gain mastery of the California academic content standards, with special emphasis on English language learners and pupils with exceptional needs. In addition, training should focus on the study of curriculum framework, academic content standards, scientifically-based research and diagnostic and summative assessments, including:** • Skills, knowledge, and teaching strategies featured in the curriculum framework and academic content standards. • Research findings related to instructional practice. • Readings and discussions of other pertinent materials (e.g. CST Blueprints) and materials, which address the value of diagnostic nature of standardized tests, the STAR program, and the High School Exit Exam. **Learner outcomes: By the end of the training, teachers should:** • Know and be able to demonstrate their ability to teach their grade level math standards, as evidenced in the instructional materials. • Know and understand how math standards are supported through the Mathematics Framework in regard to differentiating instruction through universal access and teaching various instructional strategies related to teaching math. • Understand current research and various technology resources with regard to teaching mathematics. • Know and understand the components of the STAR program and how student results impact and inform their instruction. **The training should also focus on the adopted instructional program and cover material that is taught during the first six-eight weeks of instruction, as presented in the Teacher's Guide and other reference materials included in the instructional program. Training should include instructional strategies using the universal access components and ELD components of the adopted program so that teachers will know and understand when and how to use them according to the instructional needs of all students. Differentiation of instruction should be included as a major emphasis of the training.** The major criteria for the mathematics training curriculum is summarized below. Detailed guidance and information may be found in the specific module guides for all K-8 state adopted instructional programs by publisher, name of instructional program, and grade level (Module guides for 9-12 are not provided by the State Board, as local boards approve these instructional program materials). In general, this guidance is organized within categories and is appropriate for inclusion in K-12 training curriculum. The goal of the training is to prepare participants to apply immediately their new knowledge and skills to their classroom instruction for the specific purpose of ensuring that students learn the academic content standards. **Learner outcomes: By the end of the training, teachers should:** • Be familiar with the key reference materials related to: organization; purpose of instructional components; definitions critical to understanding the content; research citations related to instructional practice; professional development information; correlations to standards; classroom management suggestions; and other pertinent information provided in the appendices. (Module Guide, Reference Materials in Teacher's Guide). • Learn how to use the daily lesson guides related to: organization and content of the unit, chapter, and daily lesson plans; big ideas, concepts, and themes; pacing to ensure entire program is taught; strategies and skills; problem solving or critical thinking skills and applications; connecting resource materials (e.g., teaching tools, wall posters/cards). (Module Guide, Daily Lessons in Teacher's Guide). • Learn how to teach (i.e., content and instructional strategies for) all key instructional components: Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; Mathematical Reasoning (K-7) and Algebra, Geometry, Algebra II, Trigonometry, Mathematical Analysis, Linear Algebra, Probability and Statistics, Calculus (8-12). (Module Guide, Instructional Components in Teacher's Guide). • Be familiar with and learn the effective use of additional program support materials for Accelerated/advanced learners, English language learners, special education learners, and other students who need additional pre-teaching, re-teaching, practice, and/or review. Be able to deliver effective strategies to all students using a variety of differentiated instructional strategies. (Module Guide, Additional Program Support Material/Extension Guides). • Learn when, and how, to use the teacher assessments materials for entry level or diagnostic assessments; monitoring student progress; monitoring instructional effectiveness; summative assessments; and how to analyze the results, including knowing the difference between various formative assessments, for more effective instruction. (Module Guide, Teacher Assessment Guide).

Proposal Components	Section II – Guidelines and Criteria for Training Curriculum for SB 472 Providers (for 40 hour Initial Training), Subsection J (Reading)
	K-8 Reading-Language Arts For Teachers – Basic and Intervention Stand-Alone Programs and 9-12 English-Language Arts Programs
J. Institute Training Curriculum – Teachers K-8 Reading-Language Arts Basic and Intervention Stand-Alone Programs and 9-12 English-Language Arts Prams	**The training should include instructional strategies designed to help all pupils gain mastery of the California academic content standards, with special emphasis on English language learners and pupils with exceptional needs. In addition, training should focus on the study of the curriculum framework, academic content standards, scientifically-based research, and diagnostic and summative assessments, including:** • Skills, knowledge, and teaching strategies featured in the curriculum framework and academic content standards, as evidenced in the instructional materials. • Research findings related to instructional practice. • Readings and discussions of other pertinent materials (e.g. CST Blueprints) and materials, which address the value of diagnostic nature of standardized tests, the STAR program, and the High School Exit Exam. **Learner outcomes: By the end of the training, teachers should:** • Know and be able to demonstrate ability to teach their grade level reading/language arts standards. • Know and understand how reading/language arts standards are supported through the Reading/Language Arts Framework in regard to differentiating instruction through universal access and teaching various instructional strategies related to teaching reading/language arts. • Understand current research and various technology resources with regard to teaching reading/language arts. • Know and understand the components of the STAR program and how student results impact and inform their instruction. **The training should also focus on the adopted instructional program and cover material that is taught during the first six to eight weeks of instruction, as presented in the Teacher's Guide and other reference materials included in the instructional program. Training should include instructional strategies using the universal access components and ELD components of the adopted program so that teachers will know and understand when and how to use them according to the instructional needs of all students. Differentiation of instruction should be included as a major emphasis of the training.** The major criteria for the Reading/Language-Arts training curriculum is summarized below. Detailed guidance and information may be found in the specific module guides for all K-8 state-adopted instructional programs by publisher, name of instructional program, and grade level (Module guides for 9-12 are not provided by the State Board of Education, as local boards approve these instructional program materials). In general, this guidance is organized within categories and is appropriate for inclusion in K-12 training curriculum. The goal of the training is to prepare participants to apply immediately their new knowledge and skills to their classroom instruction for the specific purpose of ensuring that students learn the academic content standards. **Learner outcomes: By the end of the training, teachers should**: • Become familiarized with the key reference materials related to: organization; purpose of instructional components; definitions critical to understanding the content; research citations related to instructional practice; professional development information; correlations to standards; classroom management suggestions; and other pertinent information provided in the appendices. (Module Guide, Reference Materials in Teacher's Guide). • Learn how to use the daily lesson guides related to: organization and content of the unit, chapter, and daily lesson plans; big ideas, concepts, and themes; pacing to ensure entire program is taught; strategies and skills; problem solving or critical thinking skills and applications; connecting resource materials (e.g., teaching tools, wall posters/cards). (Module Guide, Daily Lessons in Teacher's Guide). • Learn how to teach (i.e., content and instructional strategies for) all key instructional components: Reading (word analysis, fluency, systematic vocabulary development, reading comprehension, and literary response and analysis); Writing (writing strategies and applications); Written and Oral English Language Conventions (sentence structure, grammar, punctuation, capitalization, and spelling); Listening; Speaking. (Module Guide, Instructional Components in Teacher's Guide). • Become familiar with and learn the effective use of the lessons in the additional program support materials and extension guides (Basic programs only) for: Accelerated/advanced learners, English language learners, special education learners, and other students who need additional pre-teaching, re-teaching, practice, and/or review and be able to deliver effective strategies to all students using a variety of differentiated instructional strategies. (Module Guide, Additional Program Support Material/Extension Guides). • Learn when, and how, to use the teacher assessment materials for entry level or diagnostic assessments; monitoring student progress; monitoring instructional effectiveness; summative assessments; and how to analyze the results, including knowing the difference between various formative assessments, for more effective instruction. (Module Guide, Teacher Assessment Guide).

Section II - Guidelines and Requirements for Training Curriculum for Providers (for 40 hour Institute), Subsections A-H

If the provider(s), working in conjunction with a local educational agency, develops a well-designed Mathematics and Reading Professional Development Program that successfully meets or exceeds the established criteria, they will be approved as an AB 466 training provider. The ultimate goal is to develop teachers and instructional aides or paraprofessionals who can effectively teach or support the board-adopted standards-based instructional program and increase student achievement in their classes.

Proposal Components	AB 466 Provider Guidelines and Requirements **Provider must…**	AB 466 Required Assurances and Documentation **Provider must submit for approval…**
A. Legal Requirements	• Use training curriculum and instructional materials that are aligned to the state standards, as defined in section 99231, subsection c. This means: for grade K to 8, inclusive, materials adopted by the State Board of Education; for grades 9 to 12, inclusive, materials that the governing board of the local educational agency has, after careful review, certified are aligned to both the state reading-language arts or mathematics content standards and the curriculum frameworks for these subjects.	• Assurances of the following: - Use of training curriculum that has been approved by the State Board of Education. - Use of training curriculum based on instructional materials that will be used by pupils and are aligned to the reading-language arts and mathematic curriculum frameworks and content standards adopted by the State Board of Education pursuant to section 60605.
B. Targeted Audiences	• Serve all teachers designated by the LEA [as defined in section 99231 (e) and section 99233 (a) (1-6)] by grade level or course level. • Serve all instructional aides or paraprofessionals designated by the LEA [as defined in section 99231 (a) and (b) and section 99233 (a) (7)] by school level.	• Assurance that the LEA designates the teachers to be served by grade level or course level and the instructional aides or paraprofessionals are served by school level.
C. Required Materials	• Provide an instructor's training curriculum (manual) for the teacher Institute that is aligned with the district-adopted instructional materials; include a timed agenda, all of the overheads used by the provider/instructor, and citations for all materials to be included (curriculum framework, scientific research, Teacher's Guide, other pertinent materials addressing the diagnostic nature of standardized tests and the STAR program) for each grade level or course level. • Provide an instructor's training curriculum (manual) for the instructional aide or paraprofessional Institute. Include a timed agenda, all of the overheads used by the provider/instructor, and citations for all materials to be included. • Provide each attendee with a participant notebook with required readings (and on-line/website sources).	• Instructor's training curriculum (manual) accompanies application. • Assurance that each attendee will receive a participant notebook with required readings (and on-line/website sources).
D. Use of Training Time	• Require teacher participants to complete the minimum time requirements of the Institute training (40 hours). • Require instructional aides or paraprofessionals participants to complete the minimum time requirements of the Institute training (20 hours). • Provide multiple opportunities for meeting requirements of the Institute training (make-up Institutes or technological-based alternatives).	• Assurance that the Institutes will meet the minimum hours of training: 40 hours for teachers and 20 hours for instructional aides or paraprofessionals. • Guarantee that participants will have multiple opportunities to complete the minimum time requirements of the Institute training.

Proposal Components	AB 466 Provider Guidelines and Requirements **Provider must…**	AB 466 Required Assurances and Documentation **Provider must submit for approval…**
E. Training Design and Delivery	• Provide all 40 hours of Institute time by grade level or course. • Provide for an interactive Institute that ensures small group discussion, requires active participation by attendees, and supports adult learning theory. The following are mandatory: − Room set-up with small table groupings. − Breakdown of instructional time as follows: 30% for presentation and direct instruction, 20% for demonstrations to illustrate successful teaching strategies, and 50% should involve practice, small and large group discussion, and other participant activities to reinforce learnings. • Provide assurance that total class size does not exceed 35 participants, (as the rule and not the exception) and provides 2 instructors per class to alternate over the course of the training (as the rule and not the exception). • Secure support from LEAs central office for the Institute trainings and provide personnel to register and monitor activities at Institute trainings. • Estimate the number of authorized instructors to be available in: 2002-03, 2003-04, 2004-05. • Indicate the organization's capacity to serve (total number of participants). • Collaborate with LEA in the planning of the Institute trainings. Offer alternatives to small or rural LEAs. These may include: suggestions to form or join a consortium in their local or regional area; suggestions to these LEAs to send their participants to locations outside of their area and assistance with identifying sessions that might match teacher needs. • Secure support by central office personnel for and at Institute trainings.	• Description of delivery methods, including agendas and breakdown of time allocations, table and room set-up, and classroom structures that support adequate learning and optimal team effectiveness and learning (accompanies proposal). • Assurance on ratio of instructor to participants. • Estimations of number of authorized instructors to deliver Institute training over the next three years and capacity to serve. • Assurance to collaborate with the LEA in the planning and delivery of the Institute trainings. • Assurance that provider will acquire an agreement with LEA that district office personnel be involved in Institute trainings
F. Qualifications and Expertise	• Provide evidence of provider's experience and qualifications to deliver training to teachers and instructional aides or paraprofessionals. • • Provide description of instructor certification and quality control processes.	• Documentation of lead instructor(s) and all provider partners, including resumes (accompanies proposal). • Documentation of instructor certification process, including: 1) qualifications required of instructors; 2) description and number of days of training provided to instructors; and 3) ongoing quality control quality process to maintain effectiveness of instructors (accompanies proposal).

Proposal Components	AB 466 Provider Guidelines and Requirements **Provider must…**	AB 466 Required Assurances and Documentation **Provider must submit for approval…**
G. Evaluation and Reporting	• Collect, track, and report to the LEA (for the California Department of Education for review by the State Board of Education) on information needed for interim and final reports for submission to the legislature, including: − Attendance data on all participants, including: Name, School, Title, Address, Attendance, and Make-Up Attendance. − Additional participant information, including teachers by credential type and number of instructional aides or paraprofessionals who directly assist with classroom instruction. − Information on the effectiveness of the program, including (at a minimum) survey data gathered from program participants and school principals through a survey on the final day of the Institute, rating instructors and content.	• Assurance to collect and report all additional information needed for California Department of Education interim and final reports. • Assurance to collect and report attendance data on all participants (including retention of records) to LEA in a timely manner. • Assurance to survey participants on the quality of instructors and content and report findings to LEA in a timely manner.
H. Assurance of Proprietary Rights	• Proprietary rights of provider's training curriculum will be protected.	• Acknowledgement and acceptance of proprietary rights to provider training curriculum.

Proposal Components	Section II – Guidelines and Criteria for Training Curriculum for AB 466 Providers (for 40 hour Initial Training), Subsection I (Mathematics)
	K-7 Mathematics and 8-12 Mathematics Courses For Teachers (Algebra I, Geometry, Algebra II, Trigonometry, Mathematical Analysis, Linear Algebra, Probability and Statistics, Calculus)
I. Institute Training Curriculum -- Teachers K-7 Mathematics and 8-12 Mathematics Programs	**10 - 20% of training time should focus on the study of the curriculum framework, content standards, scientific research, and diagnostic and summative assessments, including:** • Skills, knowledge, and teaching strategies featured in the curriculum framework and content standards. • Research findings related to instructional practice. • Readings and discussions of other pertinent materials and materials which address the value of diagnostic nature of standardized tests, the STAR program, and the High School Exit Exam. **(It is recommended that this content be integrated throughout the training curriculum, as appropriate.)** **80% of training time should focus on the adopted instructional program and cover material that is taught during the first eighteen weeks of instruction, as presented in the Teacher's Guide and other reference materials included in the instructional program.** • The major criteria for the mathematics training curriculum is summarized below. Detailed guidance and information may be found in the specific module guides for all K-8 state adopted instructional programs by publisher, name of instructional program, and grade level (Module guides for 9-12 are not provided by the State Board, as local boards approve these instructional program materials). In general, this guidance is organized within categories and is appropriate for inclusion in K-12 training curriculum. The goal of the training is to prepare participants to apply immediately their new knowledge and skills to their classroom instruction. Participants should: − Become familiarized with the key reference materials related to: organization; purpose of instructional components; definitions critical to understanding the content; research citations related to instructional practice; professional development information; correlations to standards; classroom management suggestions; and other pertinent information provided in the appendices. (Module Guide, Reference Materials in Teacher's Guide). − Learn how to use the daily lesson guides related to: organization and content of the unit, chapter, and daily lesson plans; big ideas, concepts, and themes; pacing to ensure entire program is taught; strategies and skills; problem solving or critical thinking skills and applications; connecting resource materials (e.g., teaching tools, wall posters/cards). (Module Guide, Daily Lessons in Teacher's Guide). − Learn how to teach (i.e., content and instructional strategies for) all key instructional components: Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; Mathematical Reasoning (K-7) and Algebra, Geometry, Algebra II, Trigonometry, Mathematical Analysis, Linear Algebra, Probability and Statistics, Calculus (8-12). (Module Guide, Instructional Components in Teacher's Guide). − Become familiarized with additional program support materials for: Accelerated/advanced learners, English language learners, special education learners, and other students who need additional preteaching, reteaching, practice, and/or review. (Module Guide, Additional Program Support Material/Extension Guides). − Learn when, and how, to use the teacher assessments materials for: entry level or diagnostic assessments; monitoring student progress; monitoring instructional effectiveness; summative assessments; and how to analyze the results. (Module Guide, Teacher Assessment Guide).

K-8 Reading-Language Arts For Teachers – Basic and Intervention Stand-Alone Programs and 9-12 English-Language Arts Programs

Proposal Components	Section II – Guidelines and Criteria for Training Curriculum for AB 466 Providers (for 40 hour Initial Training), Subsection J (Reading)
	K-8 Reading-Language Arts For Teachers – Basic and Intervention Stand-Alone Programs and 9-12 English-Language Arts Programs
J. Institute Training Curriculum – Teachers K-8 Reading-Language Arts Basic and Intervention Stand-Alone Programs and 9-12 English-Language Arts Prams	**10 - 20% of training time should focus on the study of the curriculum framework, content standards, scientific research, and diagnostic and summative assessments, including:** • Skills, knowledge, and teaching strategies featured in the curriculum framework and content standards. • Research findings related to instructional practice. • Readings and discussions of other pertinent materials and materials which address the value of diagnostic nature of standardized tests, the STAR program, and the High School Exit Exam. **(It is recommended that this content be integrated throughout the training curriculum, as appropriate.)** **80% of training time should focus on the adopted instructional program and cover material that is taught during the first eighteen weeks of instruction, as presented in the Teacher's Guide and other reference materials included in the instructional program.** • The major criteria for the Reading/Language-Arts training curriculum is summarized below. Detailed guidance and information may be found in the specific module guides for all K-8 state adopted instructional programs by publisher, name of instructional program, and grade level (Module guides for 9-12 are not provided by the State Board, as local boards approve these instructional program materials). In general, this guidance is organized within categories and is appropriate for inclusion in K-12 training curriculum. The goal of the training is to prepare participants to apply immediately their new knowledge and skills to their classroom instruction. Participants should: − Become familiarized with the key reference materials related to: organization; purpose of instructional components; definitions critical to understanding the content; research citations related to instructional practice; professional development information; correlations to standards; classroom management suggestions; and other pertinent information provided in the appendices. (Module Guide, Reference Materials in Teacher's Guide). − Learn how to use the daily lesson guides related to: organization and content of the unit, chapter, and daily lesson plans; big ideas, concepts, and themes; pacing to ensure entire program is taught; strategies and skills; problem solving or critical thinking skills and applications; connecting resource materials (e.g., teaching tools, wall posters/cards). (Module Guide, Daily Lessons in Teacher's Guide). − Learn how to teach (i.e., content and instructional strategies for) all key instructional components: Reading (word analysis, fluency, systematic vocabulary development, reading comprehension, and literary response and analysis); Writing (writing strategies and applications); Written and Oral English Language Conventions (sentence structure, grammar, punctuation, capitalization, and spelling); Listening; Speaking. (Module Guide, Instructional Components in Teacher's Guide). − Become familiarized with the lessons in the additional program support materials and extension guides (Basic programs only) for: Accelerated/advanced learners, English language learners, special education learners, and other students who need additional preteaching, reteaching, practice, and/or review. (Module Guide, Additional Program Support Material/Extension Guides). − Learn when, and how, to use the teacher assessment materials for: entry level or diagnostic assessments; monitoring student progress; monitoring instructional effectiveness; summative assessments; and how to analyze the results. (Module Guide, Teacher Assessment Guide).

ITEM # 38

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Nonpublic School and Agency Certification: Adopt Proposed Regulations for Title 5 of the *California Code of Regulations*, Part 30 of *Education Code* Sections 56365 Through 56366.12	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE):

- Approve the proposed amendments to the regulations;
- Direct that the proposed amendments be circulated for a 15-day public comment period in accordance with the Administrative Procedure Act;
- If no comments to the revisions are received during the 15-day public comment period, the CDE shall complete the rulemaking package and submit the amended regulations to the Office of Administrative Law for approval; and
- If any comments to the revisions are received during the 15-day public comment period, the CDE shall place the amended regulations on the SBE's January 2007 agenda for action following consideration of the comments received.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

At the July 2006 SBE meeting, the Board approved commencement of the rulemaking process. The public comment period began on July 22, 2006, and ended at 5:00 p.m. on September 5, 2006. The public hearing was held on September 5, 2006, at 9:00 a.m.

SUMMARY OF KEY ISSUES

Requirements for certification of California nonpublic schools and agencies are referenced in Part 30 of *Education Code (EC)* sections 56365 through 56366.12. Implementing regulations to clarify requirements for certification of California nonpublic schools and agencies are referenced in Title 5 of the *California Code of Regulations* Sections 3001 et seq.

SUMMARY OF KEY ISSUES (Cont.)

The intent of these proposed regulations is to make technical changes to existing regulation language and to add new regulations implementing sections in Part 30 of the *EC* added by Assembly Bill (AB) 1858 (Chapter 914, Statutes of 2004). New provisions added to the *EC* by AB 1858 increase monitoring of nonpublic schools and agencies, require that nonpublic students have access to the same educational materials, services, and programs to the extent available at the local educational agency in which the nonpublic school is located, and align nonpublic schools and agency requirements for certification to the public school standards of instructional materials and qualified personnel.

These proposed regulations are necessary to clarify consistent procedures and criteria in the administration of California's nonpublic school and agency certification program to ensure that affected public and private agencies and interested persons are informed of their rights and responsibilities in the certification process.

FISCAL ANALYSIS (AS APPROPRIATE)

The proposed amendments to the regulations impose no additional costs upon state and local government.

ATTACHMENT(S)

Attachment 1: Title 5, California Code of Regulations
Division 1. State Department of Education
Chapter 3. Handicapped Children
Subchapter 1. Special Education Nonpublic Schools and Agencies
(32 pages)

Attachment 2: Final Statement of Reasons, Nonpublic Schools (8 pages)

Title 5, California Code of Regulations
Division 1. California Department of Education
Chapter 3. Handicapped Children
Subchapter 1. Special Education Nonpublic Schools and Agencies

§ 3001. Definitions.

In addition to those found in Education Code sections 56020-56033, Public Law 94-142 as amended (20 USC 1401 et seq.), and Title 34, Code of Federal Regulations, Part 300 and 301, the following definitions are provided:

(a) "Access" means that the nonpublic, nonsectarian school must provide the same standards-based core curriculum and the same instructional materials used by the local school district in which the nonpublic school is located, unless otherwise stated in the student's individualized education program (IEP).

(1) Each student will have a copy of textbooks and other instructional materials used to implement the standards-based core curriculum in each subject area.

(2) Photocopies of portions of textbooks or instructional materials, or photocopies of entire textbooks or instructional materials used by the local education agency (LEA) to implement standards-based core curriculum is not sufficient access.

~~(a)~~(b) "Applicant" means an individual, firm, partnership, association, or corporation who has made application for certification as a nonpublic, nonsectarian school, or agency.

~~(b)~~(c) "Assessment and development of the ~~individualized education program~~ IEP" ~~(IEP)~~ means services described in Education Code sections 56320 et seq. and 56340 et seq.

~~(c)~~(d) "Behavioral emergency" is the demonstration of a serious behavior problem:

(1) which has not previously been observed and for which a behavioral intervention plan has not been developed; or

(2) for which a previously designed behavioral intervention is not effective. Approved behavioral emergency procedures must be outlined in the special education local planning area (SELPA) local plan.

~~(d)~~(e) "Behavioral intervention" means the systematic implementation of procedures

that result in lasting positive changes in the individual's behavior. "Behavioral intervention" means the design, implementation, and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in human behavior through skill acquisition and the reduction of problematic behavior. "Behavioral interventions" are designed to provide the individual with greater access to a variety of community settings, social contacts and public events; and ensure the individual's right to placement in the least restrictive educational environment as outlined in the individual's IEP. "Behavioral interventions" do not include procedures which cause pain or trauma. "Behavioral interventions" respect the individual's human dignity and personal privacy." Such interventions shall assure the individual's physical freedom, social interaction, and individual choice.

~~(e)~~(f) "Behavioral intervention case manager" means a designated certificated school/district/county/nonpublic school or agency staff member(s) or other qualified personnel pursuant to subsection (ac) contracted by the school district or county office or nonpublic school or agency who has been trained in behavioral analysis with an emphasis on positive behavioral interventions. The "behavioral intervention case manager" is not intended to be a new staffing requirement and does not create any new credentialing or degree requirements. The duties of the "behavioral intervention case manager" may be performed by any existing staff member trained in behavioral analysis with an emphasis on positive behavioral interventions, including, but not limited to, a teacher, resource specialist, school psychologist, or program specialist.

~~(f)~~(g) "Behavioral intervention plan" is a written document which is developed when the individual exhibits a serious behavior problem that significantly interferes with the implementation of the goals and objectives of the individual's IEP. The "behavioral intervention plan" shall become part of the IEP. The plan shall describe the frequency of the consultation to be provided by the behavioral intervention case manager to the staff members and parents who are responsible for implementing the plan. A copy of the plan shall be provided to the person or agency responsible for implementation in noneducational settings. The plan shall include the following:

(1) a summary of relevant and determinative information gathered from a functional analysis assessment;

(2) an objective and measurable description of the targeted maladaptive behavior(s) and replacement positive behavior(s);

(3) the individual's goals and objectives specific to the behavioral intervention plan;

(4) a detailed description of the behavioral interventions to be used and the circumstances for their use;

(5) specific schedules for recording the frequency of the use of the interventions and the frequency of the targeted and replacement behaviors; including specific criteria for discontinuing the use of the intervention for lack of effectiveness or replacing it with an identified and specified alternative;

(6) criteria by which the procedure will be faded or phased-out, or less intense/frequent restrictive behavioral intervention schedules or techniques will be used;

(7) those behavioral interventions which will be used in the home, residential facility, work site or other noneducational settings; and

(8) specific dates for periodic review by the IEP team of the efficacy of the program.

~~(g)~~(h) "Board" means the California State Board of Education.

~~(h)~~(i) "Certification" means authorization by the California State Superintendent of Public Instruction (Superintendent) for a nonpublic school or nonpublic agency to service individuals with exceptional needs under a contract pursuant to the provisions of Education Code section 56366~~(c)~~(d).

~~(i)~~(j) "Contracting education agency," means a school district, a ~~special education local plan area~~ SELPA, a charter school participating as a member of a special education local plan area, or a county office of education.

~~(j)~~(k) "Credential" means any valid credential, life diploma, ~~permit,~~ or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which

certification qualifications are required.

~~(k)~~(l) “Department” means the California Department of Education.

~~(l)~~(m) “Department of Consumer Affairs” means the California Department of Consumer Affairs.

~~(m)~~(n) “Dual enrollment” means the concurrent attendance of the individual in a public education agency and a nonpublic school and/or a non public agency.

~~(n)~~(o) “Feasible” as used in Education Code section 56363(a) means the ~~individualized education program~~ IEP team:

(1) has determined the regular class teacher, special class teacher, and/or resource specialist possess the necessary competencies and credentials/certificates to provide the designated instruction and service specified in the ~~individualized education program~~ IEP, and

(2) has considered the time and activities required to prepare for and provide the **~~designated instruction and~~** **related** service by the regular class teacher, special class teacher, and/or resource specialist.

~~(o)~~(p) “Free appropriate public education” means special education and related services that:

(1) have been provided at public expense, under public supervision and direction and without charge~~.~~;

(2) meets any of the standards established by state or federal law;

(3) include an appropriate preschool, elementary, or secondary school education in California; and

(4) are provided in conformity with the **~~individualized education program~~** **IEP** required under state and federal law.

~~(p)~~(q) “Individual Services Agreement” means a document, prepared by the ~~local education agency~~ LEA, that specifies the length of time for which special education and **~~designated instruction and~~** **related** services are to be provided, by nonpublic schools and/or nonpublic agencies, to individuals with exceptional needs.

~~(q)~~(r) “Instructional day” shall be the same period of time as constitutes the regular school day for that chronological peer group unless otherwise specified in the ~~individualized education program~~ IEP.

~~(r)~~(s) “License” means a valid nonexpired document issued by a licensing agency within the California Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license.

~~(s)~~(t) “Linguistically appropriate goals, objectives, and programs” means:

(1)(A) ~~T~~those activities which lead to the development of English language proficiency; and

(B) ~~T~~those instructional systems either at the elementary or secondary level which meets the language development needs of the English language learner.

(2) For individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the ~~individualized education program~~ IEP team, is severely limited, nothing in this section shall preclude the **~~individualized education program~~ IEP** team from determining that instruction may be provided through an alternative program pursuant to a waiver under Education Code section 311~~(c)~~, including a program ~~provided in the individual’s primary language,~~ provided that the ~~individualized education program~~ IEP team periodically, but not less than annually, reconsiders the individual’s ability to receive instruction in the English language.

~~(t)~~(u) “Local education agency” means a ~~public board of education or other public authority legally constituted in California for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of California, or such combination of school districts or counties as are recognized in California as an~~

~~administrative agency for its public elementary or secondary~~ school~~s~~ district, a county office of education, a charter school participating as a member of a special education local plan area, or a special education local plan area.

~~(u)~~(v) “Local governing board” means either district or county board of education.

~~(v)~~(w) “Master contract” means the legal document that binds the public education agency and the nonpublic school or nonpublic agency.

~~(w)~~(x) “Nonsectarian” means a private, nonpublic school or agency that is not owned, operated, controlled by, or formally affiliated with a religious group or sect, whatever might be the actual character of the educational program or the primary purpose of the facility and whose articles of incorporation and/or by-laws stipulate that the assets of such agency or corporation will not inure to the benefit of a religious group.

~~(x)~~(y) “Primary language” means the language other than English, or other mode of communication, the person first learned, or the language which is spoken in the person’s home.

~~(y)~~(z) “Qualified” means that a person has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.

~~(z)~~(aa) “Related Services” means transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as required to assist an individual with

exceptional needs to benefit from special education, and includes the early identification and assessment of disabling conditions in children. Related services include, but are not limited to, Designated Instruction and Services. The list of related services is not exhaustive and may include other developmental, corrective, or supportive services if they are required to assist a child with a disability to benefit from special education. Each related service defined under this part may include appropriate administrative and supervisory activities that are necessary for program planning, management, and evaluation.

~~(aa)~~(ab) "Serious behavior problems" means the individual's behaviors which are self-injurious, assaultive, or cause serious property damage and other severe behavior problems that are pervasive and maladaptive for which instructional/behavioral approaches specified in the student's IEP are found to be ineffective.

(ac) "Special education" means specially designed instruction, at no cost to the parents, to meet the unique needs of individuals with exceptional needs whose educational needs cannot be met with modification of the regular instruction program, and related services, at no cost to the parent, that may be needed to assist these individuals to benefit from specially designed instruction.

(ad) "Specialized physical health care services" means those health services prescribed by the individual's licensed physician and surgeon requiring medically related training for the individual who performs the services and which are necessary during the school day to enable the individual to attend school.

~~(ab)~~(ae) "Specified education placement" means that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP, in any one or combination of public, private, home and hospital, or residential setting. The IEP team shall document its rationale for placement in other than the pupil's school and classroom in which the pupil would otherwise attend if the pupil were not disabled. The documentation shall indicate why the pupil's disability prevents his or her needs from being met in a less restrictive environment even with the use of supplementary aids and services.

~~(ae)~~(af) “Superintendent” means the California State Superintendent of Public Instruction.

~~(af)~~(ag) “Temporary physical disability” means a disability incurred while an individual was in a regular education class and which at the termination of the temporary physical disability, the individual can, without special intervention, reasonably be expected to return to his or her regular education class.

NOTE: Authority cited: Sections 56100 and 56523~~(a)~~, Education Code.

Reference: Sections 33000, 33126, 33300, 49423.5, 56026, 56026.3, 56034, 56320, 56361, 56366, 56520 and 56523, Education Code; Section 2, Article IX, Constitution of the State of California; 20 USC ~~Sections~~ 1401(8) and (17)~~, United States Code, Title 20~~; and 34 CFR ~~Sections~~ 300.4 and 300.12~~, Code of Federal Regulations, Title 34~~.

Article 5. Implementation (Program Components)

§ 3051. Standards for ~~Designated Instruction and~~ Related Services ~~(DIS).~~

(a) General Provisions.

(1) ~~Designated instruction and~~ Related services may be provided to individuals or to small groups in a specialized area of educational need, and throughout the full continuum of educational settings.

(2) ~~Designated instruction and~~ Related services, when needed as determined by the ~~individualized education program~~ IEP, shall ~~including~~ include the frequency and duration of services.

(3) All entities and individuals providing ~~designated instruction and~~ related services shall be qualified.

(4) All entities and individuals providing ~~designated instruction and~~ related services shall be either:

(A) Employees of the school district or county office, or

(B) Employed under contract pursuant to Education Code sections 56365-56366.~~7~~

Such persons shall be certified by the Department pursuant to ~~S~~sections 3060-~~3064~~ 3065 of this ~~T~~title, or

(C) Employees, vendors or contractors of the State Departments of Health Services or Mental Health, or any designated local public health or mental agency.

NOTE: Authority cited: Sections 33031, 56100~~(a) and (i)~~ and 56366.1~~(l)(5)~~, Education Code. Reference: Sections 56363 and 56365-56366~~.7~~, Education Code; and 34 CFR ~~Section~~ 300.12~~, Code of Federal Regulations, Title 34~~.

Article 6. Nonpublic, Nonsectarian School and Agency Services

§ 3060. Application for Certification.

(a) Any school, person or agency desiring to obtain certification as a nonpublic school or nonpublic agency shall file an application with the Superintendent on forms developed and provided by the Department.

(b) Applications to be certified as a nonpublic school or nonpublic agency shall be filed at the time allowed by Education Code section 56366.1(b) and (h).

(c) Each nonpublic school or nonpublic agency application shall include all information required by the Department's application pursuant to Education Code section 56366.1(a) and (b):

(1) the name and address of the nonpublic school or nonpublic agency;

(2) the name of the administrator and contact person;

(3) the telephone and FAX number~~s~~ and e-mail address;

(4) for nonpublic schools, the name of the teacher(s) with a credential authorizing service in special education;

(5) the types of disabling conditions served;

(6) the age, gender and grade levels served;

(7) the total student capacity of the program;

(8) a brief description of the program including entrance criteria and exit criteria for

transition back to the public school setting, and specific services designed to address student needs;

(9) standards-based core-curriculum and instructional materials;

~~(9)~~(10) per hour, per day or monthly fees for services provided;

~~(10)~~(11) written directions and a street map describing the location of the nonpublic school from the major freeways, roads, streets, thoroughfares and closest major airport;

(12) annual operating budget, including projected costs and revenues for each agency and school program, providing documentation that justifies each service fee.

(13) Commencing July 1, 2006, an entity-wide audit in accordance with generally accepted accounting and auditing principles including each entity's costs and revenues.

(14) A list of all qualified staff, including subcontractors identifying their assignment and qualifications in providing services to pupils.

~~(11)~~(15) tuberculosis ~~expiration~~ clearance dates for all staff;

~~(12)~~(16) criminal record summary or criminal history clearance dates for all staff, including subcontractors, who ~~may~~ have contact with pupils;

~~(13)~~(17) a list of ~~school districts, county offices of education and special education local plan areas~~ contracting local education agencies for whom the applicant has a contract to provide school and/or related services;

~~(14)~~(18) for out-of-state applicants, a copy of the current certification or license by the state education agency to provide education services to individuals with exceptional needs under the Individuals with Disabilities Education Act;

~~(15)~~(19) for in-state private schools currently providing educational services to six ~~(6)~~ or more students, a copy of the Private School Affidavit which has been filed with ~~their county superintendent of schools~~ the Department;

~~(16)~~(20) a copy of the current school year calendar ~~; and~~ weekly class schedule, and daily schedule with number of instructional minutes by each grade level served;

~~(17)~~(21) a fire inspection clearance completed within the past twelve months~~.~~;

(22) a copy of a business license (if applicable);

(23) a written disaster and mass casualty plan of action;

(24) a building safety inspection clearance; and

(25) a health inspection clearance.

~~(d)~~(26) ~~In addition to the requirements set forth section 3060.2,~~ For each nonpublic school with a residential component the application shall include~~, as part of the application for certification~~:

~~(1)~~(A) the name of the residential program attached to the nonpublic school;

~~(2)~~(B) a copy of the current residential care license;

~~(3)~~(C) the proprietary status of the residential program;

~~(4)~~(D) a list of all residential facilities affiliated with the nonpublic school;

~~(5)~~(E) the total capacity of all the residential facilities affiliated with the nonpublic school;

~~(6)~~(F) the per day or monthly fee for the residential component; and

~~(7)~~(G) the rate of care level (California schools only) for each residential facility affiliated with the nonpublic school.

~~(e)~~(d) The applicant shall file affidavits, assurances and clearances that verify compliance with:

(1) Fair Employment Act;

(2) Drug Free Workplace Act ~~of 1988~~;

(3) Section 504 of the Rehabilitation Act ~~of 1973~~;

(4) Individuals with Disabilities Education Act;

(5) Civil Rights Act ~~of 1964, as amended~~;

~~(6) Education Code Section 33190 (Private School Affidavit);~~

~~(7)~~(6) Nonsectarian status;

(7) Positive Behavior Interventions pursuant to Education Code section 49001 and

California Code of Regulations, title 5, section 3052;

(8) OSHA Bloodborne Pathogens Standards;

(9) all local, county, or state ordinances and/or statutes relating to fire, health, sanitation, and building safety;

(10) use permit, conditional permit or zoning; and

(11) other assurances as required by state or federal law set forth in the Assurance Statement in the nonpublic school or nonpublic agency application for certification.

~~(f)~~(e) The applicant shall submit, with the application, a fee in accordance with Education Code ~~S~~section 56366.1~~(k)~~(m).

~~(g)~~(f) No fee shall be refunded to the applicant if the application is withdrawn or if the Superintendent denies the application.

~~(h)~~(g) Applicants shall submit a separate application for each nonpublic school or non public agency site pursuant to Education Code section 56366.1(c).

~~(i) A nonpublic school or agency shall be certified for a period of two years, terminating on December 31 of the second year. An annual renewal application shall be required. The renewal application shall require the nonpublic school or agency to update information that has changed since the submission of its previous application including, but not limited to, a copy of the current school year calendar and if the nonpublic school has a residential component, a copy of the current residential care license.~~

~~(j) To allow transition of separate cycles between nonpublic schools and nonpublic agencies, beginning January 2000, nonpublic schools shall receive a one-time three year certification that requires annual updates. Beginning January 2000, nonpublic agencies shall begin a two-year period of certification that requires annual updates. When nonpublic school certifications expire on December 31, 2003, the two-year period of certification shall become effective thereafter.~~

NOTE: Authority cited: Sections 33031, 56100, ~~and~~ 56366~~(e)~~ and 56366.10, Education Code. Reference: Section 56366.1, Education Code.

§ 3061. Service Fees, Finance and Maintenance of Records.

All certified nonpublic schools and agencies shall:

~~(a) provide the Superintendent with specified cost data, pursuant to Education Code Section 56366.7 for providing education and designated instruction and services to individuals with exceptional needs,~~

~~(b)~~(a) maintain cost data in sufficient detail to verify the annual operating budget in providing education and ~~**designated instruction and**~~ **related** services to individuals with disabilities for each nonpublic and/or nonpublic agency site. Fiscal records shall be maintained for a minimum of five years from the date or origination or until audit findings have been resolved, whichever is longer;

~~(c)~~(b) make available any books and records associated with the delivery of education and ~~**designated instruction and**~~ **related** services to individuals with exceptional needs for audit inspection or reproduction by the Superintendent or the Superintendent's authorized representatives. These records shall include those management records associated with the delivery of education and ~~**designated instruction and**~~ **related** services, costs of providing services and personnel records necessary to ensure that staff qualifications comply with the requirements contained in ~~A~~article 6 of these regulations; and

~~(d)~~(c) not charge parents for services covered in the master contract with the public education agency.

NOTE: Authority cited: Sections 33031, 56100, ~~and~~ 56366~~(e)~~, Education Code. Reference: Section 56366.7, Education Code.

§ 3062. Contracts and Agreements.

(a) A master contract shall be used by a ~~local education agency~~ LEA for entering into formal agreements with certified nonpublic schools or nonpublic agencies. The term of the contract shall not exceed one year. The contract shall specify the administrative and financial agreements between the ~~local education agency~~ LEA and the nonpublic

school or nonpublic agency.

(b) No master contract with the ~~local education agency~~ LEA shall be contingent upon nonpublic school or nonpublic agency individual contracts or agreements with parents.

(c) The master contract shall, at a minimum, include:

(1) general provisions relating to modifications and amendments, notices, waivers, disputes, contractor's status, conflicts of interest, termination, inspection and audits, compliance with applicable state and federal laws and regulations, attendance, record-keeping, and reporting requirements;

(2) payment schedules to include, but not limited to, payment amounts, payment demand, right to withhold, and audit exceptions;

(3) indemnification and reasonable insurance requirements; and

(4) procedures and responsibilities for attendance and unexcused absences.

(d) All master contracts shall be re-negotiated prior to June 30.

(e) Services may be provided through dual enrollment in public and nonpublic school or nonpublic agency programs to meet the educational requirements specified in the ~~individualized education program~~ IEP. The master contract or individual service agreement shall specify the provider of each service. The individual with exceptional needs shall be formally enrolled in both nonpublic and public school programs. The nonpublic school or nonpublic agency shall be reimbursed by the **~~local educational agency~~** **LEA** for services as agreed upon in the contract.

(f) Substitute teachers shall be used consistent with the provisions of Education Code ~~S~~section 56061.

(g) Nonpublic schools and nonpublic agencies shall provide contracting **~~local Education agencies~~** **LEAs** with copies of current valid California credentials and licenses for staff providing services to individuals with exceptional needs.

(h) Nonpublic schools and agencies shall notify the Superintendent and **~~contracting local education agencies~~** **LEAs** in writing within ~~forty-five (45)~~ days of any change in credential or licensed personnel ~~changes~~, and registered staff, including but not limited

to persons who provide direct services to students. Failure to provide properly qualified personnel to provide services as specified in the ~~individualized education program~~ IEP shall be cause for the termination of all contracts between the ~~local education agency~~ LEA and the nonpublic school or nonpublic agency.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Sections 56366 and 56366.1, Education Code.

§ 3063. Program Reviews.

(a) The Superintendent shall conduct a validation review of the nonpublic school prior to an initial conditional certification. An on-site review shall be conducted within 90 days of the initial conditional certification and student enrollment. On-site reviews shall be scheduled at least once every ~~four~~ three years thereafter.

(b) The nonpublic school, the contracting ~~education agency~~ LEA, and the ~~**special education local plan area**~~ **SELPA** shall be given a minimum of ~~thirty (~~30~~)~~ days prior notice before an on-site review.

(c) The person serving as the lead of the review team shall confer with the school administrator at least 48 hours prior to the on-site review to discuss the procedures and the number of days required for the review. The lead of the review team shall identify those persons who are to participate in the on-site review.

(d) Nonpublic schools and nonpublic agencies may be visited at any time without prior notice when there is substantial reason to believe that there is an immediate danger to the health, safety, or welfare of a child or group of children. The Superintendent shall document the concern and submit it to the nonpublic school or nonpublic agency at the time of the on-site monitoring.

(e) On-site reviews shall include the following procedures:

(1) an entrance meeting to acquaint the on-site review team with the nonpublic school or nonpublic agency staff and site to discuss the purpose and objectives of the

review;

(2) a review and examination of files and documents, classroom observations, and interviews with the site administrator, teachers, students, volunteers, and parents to determine compliance with all applicable state and federal laws and regulations; and

(3) an exit meeting to provide the nonpublic school or nonpublic agency with a preliminary preview of the on-site review findings, verify compliance, and offer technical assistance including how to resolve issues of noncompliance.

(f) The Superintendent shall provide the nonpublic school or nonpublic agency, the contracting educational agency, and the ~~special education local plan area~~ SELPA with a written report within 60 days of the on-site review.

(g) The Superintendent shall request a written response, within a timeframe to be determined by the Superintendent, but in no case to exceed 180 days, to any noncompliance finding that resulted from the on-site review.

(h) The Superintendent shall provide a written notification, within 30 days of receipt, to the nonpublic school or nonpublic agency regarding their response to each noncompliance finding.

(i) On-site reviews shall be conducted only by personnel who have been trained by Department staff to perform such administrative and program examinations.

NOTE: Authority cited: Sections 33031, 56100, 56366.9, 56366.10 and 56366~~(e)~~, Education Code. Reference: Sections 56366.1 and 56366.8, Education Code.

§ 3064. Staff Qualifications-Special Education Instruction.

(a) The nonpublic school ~~or nonpublic agency~~ shall deliver instruction utilizing personnel who possess a credential authorizing the holder to deliver special education instruction according to the age range and disabling conditions of individuals with exceptional needs enrolled in the nonpublic school.

(b) Instruction shall be directed and delivered pursuant to the IEP, the master contract, and the individual service agreement.

(c) To provide special education instruction for individuals with exceptional needs younger than three years of age, as described in Education Code, ~~P~~part 30, ~~C~~chapter 4.4, the nonpublic school shall comply with the provisions of Education Code ~~S~~section 56425 et seq., and Education Code ~~S~~section 56426.2(e) regarding adult to child ratios.

(d) To provide special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, as described in Education Code, ~~P~~part 30, ~~C~~chapter 4.45, the nonpublic school shall comply with the provisions of Education Code ~~S~~section 56440 et seq., and Education Code ~~S~~section 56441.5 regarding appropriate instructional adult to child ratios.

(e) Nonpublic schools and nonpublic agencies shall comply with the personnel standards and qualifications pursuant to Education Code ~~S~~section 45340 et seq., and Education Code ~~S~~section 45350 et seq., regarding instructional aids and teacher assistants, respectively.

(f) Nonpublic schools and nonpublic agencies shall comply with all of the laws and regulations governing the licensed professions, in particular the provisions with respect to supervision. Nonpublic schools and nonpublic agencies may use assistants to the extent authorized by state and federal law.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Sections 45340, 45350, 56366.1 and 56425, Education Code.

§ 3065. Staff Qualification-Related Services ~~including Designated Instruction and Services~~.

To be eligible for certification to provide ~~designated instruction and services~~ related services to ~~for~~ individuals with exceptional needs, nonpublic schools and agencies shall meet the following requirements

(a)(1) “Adapted physical education” means:

(A) a modified general physical education program, or a specially designed physical education program in a special class; or

(B) consultative services provided to pupils, parents, teachers, or other school

personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the general physical education program or specially designed physical education programs.

(2) Adapted physical education shall be provided only by personnel who possess a credential issued by the California Commission on Teacher Credentialing that authorizes service in adapted physical education.

(b)(1) “Assistive technology service” means any service that directly assists an individual with exceptional needs in the selection or use of an assistive technology device that is educationally necessary. The term includes the evaluation of the needs of an individual with exceptional needs including a functional evaluation of the individual in the individual’s customary environment; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education programs and rehabilitation plans and programs; training or technical assistance for an individual with exceptional needs or, where appropriate, the family of an individual with exceptional needs or, if appropriate, that individual’s family; and training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with exceptional needs.

(2) Assistive technology services shall be provided only by personnel who possess a:

(A) license in Physical Therapy issued by a licensing agency within the Department of Consumer Affairs, where the utilization of assistive technology services falls within the scope of practice of physical therapy as defined in Business and Professions Code section 2620 and implementing regulations; or;

(B) ~~certificate of registration as an Occupational Therapist pursuant to Business and Professions Code section 2570 et seq., where the utilization of assistive technology services falls within the scope of practice of occupational therapy; or~~ license in Occupational Therapy issued by a licensing agency within the Department of Consumer Affairs; or

(C) license in Speech-Language Pathology issued by a licensing agency within the Department of Consumer Affairs or a valid document, issued by the California Commission on Teacher Credentialing, where the function of the assistive technology service is augmentative communication; or

(D) baccalaureate degree in engineering, with emphasis in assistive technology; or

(E) baccalaureate degree in a related field of engineering with a graduate certificate in rehabilitation technology or assistive technology; or

(F) certification from the Rehabilitation Engineering and Assistive Technology Society of North America and Assistive Technology Provider (RESNA/ATP); or

(G) a certificate in assistive technology applications issued by a regionally accredited post-secondary institution; or

(H) a credential that authorizes special education of physically handicapped, orthopedically handicapped, or severely handicapped pupils.

(c)(1) “Audiological services” means aural rehabilitation (auditory training, speech reading, language habilitation, and speech conversation) and habilitation with individual pupils in the general classroom; monitoring hearing levels, auditory behavior, and amplification for all pupils requiring personal or group amplification in the instructional setting; planning, organizing, and implementing an audiology program for individuals with auditory dysfunctions, as specified in the ~~individualized education program~~ IEP; or consultative services regarding test finding, amplification needs and equipment, otological referrals, home training programs, acoustic treatment of rooms, and coordination of educational services to hearing-impaired individuals.

(2) Audiological services shall be provided only by personnel who possess:

(A) a license in Audiology issued by a licensing agency within the Department of Consumer Affairs; or

(B) a credential authorizing audiology services.

(d) Behavior intervention shall be designed or planned only by personnel who have:

(1) pupil personnel services credential that authorized school counseling or school

psychology; or

(2) credential authorizing the holder to deliver special education instruction; or

(3) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist **, or Marriage, and Family Therapist Interns under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(4) license as a Clinical Social Worker**, or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(5) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or

(6) license as a Psychologist ~~**issued by a licensing agency within**~~**, or regulated by the Board of Psychology, within** the Department of Consumer Affairs; or

(7) master's degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analyst, behavior science, human development, social work, rehabilitation, or in a related field.

(e) To be eligible for certification to provide behavior intervention, including implementation of behavior modification plans, but not including development or modification of behavior intervention plans, a nonpublic school or agency shall deliver those services utilizing personnel who:

(1) possess the qualifications under subdivision (d); or

(2)(A) are under the supervision of personnel qualified under subdivision (d);

(B) possess a high school diploma or its equivalent; and

(C) receive the specific level of supervision required in the pupil's IEP.

(f)(1) "Counseling and guidance" means educational counseling in which the pupil is assisted in planning and implementing his or her immediate and long-range educational program; career counseling in which the pupil is assisted in assessing his or her aptitudes, abilities, and interests in order to make realistic career decisions; personal counseling in which the pupil is helped to develop his or her ability to function with social

and personal responsibility; or counseling with parents and staff members on learning problems and guidance programs for pupils.

(2) Counseling and guidance shall be provided only by personnel who possess a:

(A) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist **, or Marriage, and Family Therapist Interns under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(B) license in Clinical Social Work**, or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(C) license as an Educational Psychologist issued by a licensing agency within the Department of Consumer Affairs; or

(D) license as a Psychologist **~~issued by a licensing agency~~, or regulated by the Board of Psychology,** within the Department of Consumer Affairs; or

(E) pupil personnel services credential, which authorized school counseling or school psychology.

(g)(1) “Early education programs for children with disabilities” means the program and services specified by Education Code, ~~P~~part 30, section 56425 et seq.

(2) Early education programs for children with disabilities shall be provided only by personnel who meet the appropriate personnel qualifications set forth in this ~~A~~article and comply with all other requirements of Education Code, ~~C~~chapter 4.4 commencing with ~~S~~section 56425.

(h)(1) “Health and nursing services” means:

(A) managing the child’s health problems on the school site;

(B) consulting with pupils, parents, teachers, and other personnel;

(C) group and individual counseling with parents and pupils regarding health problems;

(D) maintaining communication with health agencies providing care to individuals with disabilities; or

(E) providing services by qualified personnel.

(2) Health and nursing services shall be provided only by personnel who possess:

(A) a license as a Registered Nurse, issued by a licensing agency within the Department of Consumer Affairs; or

(B) a license as a Vocational Nurse, issued by a licensing agency within the Department of Consumer Affairs, under the supervision of a licensed R~~r~~egistered N~~n~~urse; or

(C) a school nurse credential; or

(D) demonstrated competence in cardio-pulmonary resuscitation, current knowledge of community emergency medical resources, and skill in the use of equipment and performance of techniques necessary to provide specialized physical health care services for individuals with exceptional needs. In addition, possession of training in these procedures to a level of competence and safety that meet the objectives of the training as provided by the school nurse, public health nurse, licensed physician and surgeon, or other training programs. “Demonstrated competence in cardio-pulmonary resuscitation” means possession of a current valid certificate from an approved program; or

(E) a valid license, certificate, or registration appropriate to the health service to be designated, issued by the California agency authorized by law to license, certificate, or register persons to practice health service in California.

(i)(1) “Home and hospital services” means instruction delivered to children with disabilities, individually, in small groups, or by teleclass, whose medical condition such as those related to surgery, accidents, short-term illness or medical treatment for a chronic illness prevents the individual from attending school.

(2) Home or hospital instruction shall be provided only by personnel who possess a ~~valid teaching~~ credential issued by the California Commission on Teacher Credentialing authorizing the holder to deliver special education instruction according to age range and disabling condition of the individual(s).

(j)(1) “Language and speech development and remediation” means screening,

assessment, ~~individualized education program~~ IEP development, and direct speech and language services delivered to children with disabilities who demonstrate difficulty understanding or using spoken language to such an extent that it adversely affects their educational performance and cannot be corrected without special education and related services.

(2) Language and speech development and remediation shall be provided only by personnel who possess:

(A) a license in Speech-Language Pathology issued by a licensing agency within the Department of Consumer Affairs; or

(B) a credential authorizing language or speech services.

(k)(1) “Occupational therapy” means the use of various treatment modalities including self-help skills, language and educational techniques, as well as sensory motor integration, physical restoration methods, and pre-vocation exploration to facilitate physical and psychosocial growth and development.

(2) Occupational therapy shall be provided only by personnel who ~~have certification in good standing with the National Board for Certification in Occupational Therapy, Inc. as a registered occupational therapist (OTR) or certified occupational therapy assistant (COTA)~~ possess a license in occupational therapy issued by a licensing agency within the Department of Consumer Affairs.

(l)(1) “Orientation and mobility instruction” means specialized instruction for individuals in orientation and mobility techniques, or consultative services to other educators and parents regarding instructional planning and implementation of the ~~individualized education program~~ IEP relative to the development of orientation and mobility skills and independent living skills.

(2) Orientation and mobility instruction shall be provided only by personnel who possess a credential that authorizes services in orientation and mobility instruction.

(m)(1) “Parent counseling and training” means assisting parents in understanding the special needs of their child and providing parents with information about child development.

(2) Parent counseling and training shall be provided only by personnel who possess a:

(A) credential that authorizes special education instruction; or

(B) credential that authorizes health and nursing services; or

(C) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist, **or Marriage, and Family Therapist Interns under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(D) license as a Clinical Social Worker, **or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(E) license as an Educational Psychologist, issued by a licensing agency within the Department of Consumer Affairs; or

(F) license as a Psychologist**~~, issued by a licensing agency~~** **or regulated by the Board of Phychology,** within the Department of Consumer Affairs; or

(G) pupil personnel services credential that authorizes school counseling or school psychology or school social work.

(n)(1) “Physical therapy” means the:

(A) administration of active, passive, and resistive therapeutic exercises and local or general massage, muscle training and corrective exercises and coordination work;

(B) administration of hydrotherapy treatments;

(C) assistance in administering various types of electrotherapy including ultraviolet, infrared, diathermy and inductothermy;

(D) teaching of parents of hospitalized pupils exercises which are to be continued at home and interpret to them the significance of physical therapy services; and

(E) instruction in walking, standing, balance, use of crutches, cane, or walker and in the care of braces and artificial limbs.

(2) Physical therapy shall be provided only by personnel who possess a valid license in Physical Therapy issued by a licensing agency within the Department of Consumer

Affairs.

(o)(1) “Psychological services” means:

(A) psychological counseling provided to children with disabilities;

(B) consultative services to parents, pupils, teacher, and other school personnel; or

(C) planning and implementing a program of psychological counseling for children with disabilities and parents by a credentialed or licensed psychological or other qualified personnel.

(D) This term does not include assessment services and the development of an ~~individualized education program~~ IEP.

(2) Psychological services, other than assessment and development of the ~~individualized education program~~ IEP, shall be provided only by personnel who possess a:

(A) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist, **or Marriage, and Family Therapist Interns under supervisions,** issued by a licensing agency within the Department of Consumer Affairs; or

(B) license as a Clinical Social Worker, **or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(C) license as an Educational Psychologist, issued by a licensing agency within the Department of Consumer Affairs; or

(D) license **as a Psychologist** ~~**in Psychology, issued by a licensing agency**~~ **or regulated by the Board of Psychology,** within the Department of Consumer Affairs; or

(E) pupil personnel services credential that authorizes school psychology.

(p)(1) “Recreation services” means:

(A) therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil’s integration into general recreation programs;

(B) recreation programs in schools and the community which are those programs

that emphasize the use of leisure activity in the teaching of academic, social, and daily living skills, the provision of nonacademic and extracurricular leisure activities, and the utilization of community recreation programs and facilities; or

(C) leisure education programs which are those specific programs designed to prepare the pupil for optimum independent participation in appropriate leisure activities, and develop awareness of personal and community leisure resources.

(2) Recreation services shall be provided only by personnel who possess a:

(A) certificate, issued by the California Board of Recreation and Park Certification; or

(B) certificate issued by the National Council for Therapeutic Recreation; or

(C) the National Recreation and Park Association, authorizing services in recreation or therapeutic recreation.

(q)(1) “Social worker services” means:

(A) individual and group counseling with the individual and his or her immediate family;

(B) consultation with pupils, parents, teachers, and other personnel regarding the effects of family and other social factors on the learning and developmental requirements of children with disabilities; or

(C) developing a network of community resources, making appropriate referral and maintaining liaison relationships among the school, the pupil, the family, and the various agencies providing social income maintenance, employment development, mental health, or other developmental services.

(2) Social worker services shall be provided only by personnel who possess a:

(A) license in Clinical Social Work, **or Associate Clinical Social Worker under supervision,** issued by a licensing agency within the Department of Consumer Affairs, or;

(B) license as a Marriage~~,~~ and Family~~, and Child Counselor~~ Therapist, **or Marriage and Family Therapist Interns under supervision,** issued by a licensing agency within the Department of Consumer Affairs; or

(C) credential authorizing school social work.

(r)(1) “Specialized driver training instruction” means instruction to children with disabilities to supplement the general driver-training program.

(2) Specialized driver education and driver training shall be provided only by personnel who possess a credential that authorizes service in driver education and driver training.

(s)(1) “Specially designed vocational education and career development” means: (A) providing prevocational programs and assessing work-related skills, interests, aptitudes, and attitudes;

(B) coordinating and modifying the general vocational education program;

(C) assisting pupils in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or shelter environment, and to enable such individuals to become participating members of the community;

(D) establishing work training programs within the school and community;

(E) assisting in job placement;

(F) instructing job trainers and employers as to the unique needs of the individuals;

(G) maintaining regularly scheduled contact with all work stations and job-site trainers; or

(H) coordinating services with the Department of Rehabilitation, the Employment Development Department, and other agencies as designated in the ~~individualized education program~~ IEP.

(2) Specially designed vocation education and career development shall be provided only ~~be~~ by personnel who possess a:

(A) adult education credential with a career development authorization; or

(B) credential that authorizes instruction in special education or vocational education; or

(C) pupil personnel services credential that authorizes school counseling.

(t) Specialized interpreting or transcribing services for pupils with low incidence disabilities shall be provided only by the following personnel:

(1) Interpreters for deaf and hard of hearing pupils shall possess certification issued by the Registry of Interpreters for the Deaf or equivalent, or if providing cued speech services, by any certifying body recognized by the National Cued Speech Association; and

(2) Transcribers for visually impaired pupils shall have a certificate issued by the Library of Congress as a Braille Transcriber.

(u)(1) “Specialized services for low-incidence disabilities” means:

(A) specially designed instruction related to the unique needs of pupils with low-incidence disabilities; or

(B) specialized services related to the unique needs of individuals with low-incidence disabilities.

(2) Specialized services for pupils with low-incidence disabilities shall be provided only by personnel who possess a credential that authorizes services in special education or clinical or rehabilitation services in the appropriate area of disability.

(v)(1) “Vision services” means:

(A) adaptations in curriculum, media, and the environment, as well as instruction in special skills; or

(B) consultative services to pupils, parents, teachers, and other school personnel.

(2) Vision services shall be provided only by personnel who possess:

(A) a license as an Optometrist, Ophthalmologist, Physician or Surgeon, issued by a licensing agency within the Department of Consumer Affairs and authorizing the licensee to provide the service rendered; or

(B) a valid credential authorizing vision instruction or services.

(w) Other ~~**designated instruction and**~~ **related** services not identified in this section shall only be provided by staff who possess a:

(1) license ~~issued by a licensing agency~~ by an entity within the Department of Consumer Affairs ~~authorizing the licensee to provide the specific service~~ or another state licensing office; or

(2) ~~possess a~~ credential by the California Commission on Teacher Credentialing ~~credential~~ authorizing the service ~~or is qualified to provide the service~~.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code.

Reference: Sections 2620 and 17505.2, Business and Professions Code; Section 56366.1, Education Code; 20 USC 1401(1); and 34 CFR 300.136 and 300.23 ~~Sections 300.136 and 300.23, Title 34, Code of Federal Regulations~~.

§ 3066. Out-of-State Nonpublic Schools/Agencies.

For purposes of determining eligibility for certification for a nonpublic school or nonpublic agency located in a state other than California, the Department may accept a valid certificate, credential, license, or registration issued by another state for the requirements set forth in ~~S~~sections 3064 and 3065.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code.
Reference: Section 56366.1, Education Code.

§ 3067. Certification Status.

(a) Certification shall become effective on the date when the nonpublic school or nonpublic agency meets all the application requirements and is approved by the Superintendent except as specified in ~~S~~subdivision 3067(d)(1).

(b) Certification may be retroactive, provided the nonpublic school or nonpublic agency met all the requirements for certification on the date the retroactive certification is effective.

(c) The certification status of a nonpublic school or nonpublic agency shall be one of the following:

(1) approved certification with no conditions or limitations;

(2) conditional certification for a limited period of time. A conditional certification indicates that the nonpublic school or nonpublic agency has not met all the certification requirements

(3) suspended certification for a defined period of time pursuant to the provisions of Education Code ~~S~~section 56366.4. Nonpublic schools or nonpublic agencies with a suspended certification cannot accept new pupils.

(d) Any ~~local education agency~~ LEA that contracts with a certified nonpublic school or nonpublic agency may request the Superintendent to review the status of the nonpublic school or nonpublic agency. Such requests shall be in writing and a copy shall be sent to the nonpublic school or nonpublic agency.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Sections 56366.1 and 56366.4, Education Code.

§ 3068. Appeals and Waivers.

(a) Within ~~twenty (~~20~~)~~ working days of receipt of notice, nonpublic schools or nonpublic agencies (appellant) may file a written petition (appeal), on forms provided by the Superintendent, to request a review of the decision to deny, suspend, or revoke certification pursuant to Education Code ~~S~~section 56366.6

(b) All appeals shall be mailed to the Office of Administrative Hearings, Department of General Services.

(c) There shall be three options for appealing the denial, suspension, or revocation of certification. The nonpublic school or nonpublic agency may request:

(1) a written review of the decision to deny, suspend, or revoke certification. The Office of Administrative Hearings shall analyze the documentation provided by the appellant and materials provided by the Department and render a decision;

(2) a written review with an oral argument. The Office of Administrative Hearings shall analyze the documentation provided by the appellant and materials provided by the Department. The appellant shall also appear before a hearing officer, on a date scheduled by the Office of Administrative Hearings, to provide oral testimony in support

of the appeal. The Department shall also attend the hearing and present testimony to support the decision to deny, suspend, or revoke certification. The hearing officer may ask questions of either party. All testimony shall be tape-recorded; or

(3) an oral hearing. The appellant shall appear before a hearing officer, on a date scheduled by the Office of Administrative Hearings, to provide oral testimony in support of the appeal. The Department shall also attend the hearing and present testimony to support the decision to deny, suspend, or revoke certification. The hearing officer shall provide the opportunity for both parties to review evidence, call witnesses, and cross-examine witnesses. If the appellant fails to appear at the hearing, the petitioner waives the right to a future hearing, unless the hearing officer agrees to reschedule the hearing because of extenuating circumstances.

(d) The Office of Administrative Hearings shall issue the decision, in writing, simultaneously to the appellant and to the Department within ~~thirty (~~30~~)~~ working days after receipt of all materials and evidence. This shall be the final administrative decision.

(e) ~~**Local education agencies**~~ **LEAs** and nonpublic school and agencies may request the Superintendent to waive Education Code sections 56365, 56366, 56366.3~~,~~ and 56366.6 ~~and 56366.7~~. Such petitions shall be made in accordance with the provisions of Education Code section 56366.2 and shall be necessary in order to provide services to individuals with exceptional needs consistent with their ~~individualized education program~~ IEP.

NOTE: Authority cited: Sections 33031, 56100 and 56366~~(e)~~, Education Code. Reference: Sections 56101, 56366.2 and 56366.6, Education Code.

§ 3069. Annual Review of Individualized Education Program (IEP).

Review of the pupil's ~~individualized education program~~ IEP shall be conducted at least annually by the public education agency. The public education agency shall ensure that review schedules are specified in the ~~individualized education program~~ IEP and contract for the pupil. An elementary school district shall notify a high school district of all pupils placed in a nonpublic school or agency programs prior to the annual review of the ~~individualized education program~~ IEP for each pupil who may transfer to the high

school district.

NOTE: Authority cited: Sections 56100~~(a), (i) and (j)~~, Education Code; 20 U~~.~~S~~.~~C~~.~~ 1414(c)(2)(B); and 34 C~~.~~F~~.~~R~~.~~ 300.600. Reference: Sections 56345, 56365-56366.5, Education Code; and 34 C~~.~~F~~.~~R~~.~~ 300.4, 300.302, 300.317, 300.343-348 and 300.400-403.

§ 3070. Graduation.

When an individual with exceptional needs meets public education agency requirements for completion of the prescribed course of study ~~and adopted differential proficiency standards as~~ designated in the pupil's ~~individualized education program~~ IEP, the public education agency which developed the ~~individualized education program~~ IEP shall award the diploma.

NOTE: Authority cited: Sections 56100~~(a), (i) and (j)~~, Education Code; 20 U~~.~~S~~.~~C~~.~~ 1414(c)(2)(B); and 34 C~~.~~F~~.~~R~~.~~ 300.600. Reference: Sections 56345, 56365-56366.5, Education Code; and 34 C~~.~~F~~.~~R~~.~~ 300.4, 300.302, 300.317, 300.343-348 and 300.400-403.

FINAL STATEMENT OF REASONS
Nonpublic Schools

SECTION 3001. Definitions.
SECTION 3051. Standards for Designated Instruction and Services.
SECTION 3060. Application for Certification.
SECTION 3061. Service Fees, Finance and Maintenance of Records.
SECTION 3062. Contracts and Agreements.
SECTION 3063. Program Reviews.
SECTION 3064. Staff Qualifications – Special Education Instruction.
SECTION 3065. Staff Qualifications-Designated Instruction and Services.
SECTION 3067. Certification Status.
SECTION 3068. Appeals and Waivers.
SECTION 3070. Graduation.

UPDATE OF INITIAL STATEMENT OF REASONS

The intent of these proposed regulations is to assure conformity with the federal Individuals with Disabilities Education Act or IDEA (20 USC sections 1400 et seq.), its implementing regulations (section 300.1 et seq. of Title 34 of the Code of Federal Regulations), Part 30 of the Education Code and its implementing regulations (section 3001 et seq. of title 5 of the California Code of Regulations. These proposed regulations are supplemental to, and in the context of, federal and state laws and regulations relating to the provisions of special education and related services by private schools and agencies.

A public hearing was held on September 5, 2006. There was one testifier at the public hearing. Twenty-five written comments were received during the public comment period.

SUMMARY AND RESPONSE TO COMMENTS RECEIVED DURING THE INITIAL NOTICE PERIOD OF JULY 22, 2006 THROUGH SEPTEMBER 5, 2006

Comment: Catherine L. Godfrey and Mary Riemersma of the California Association of Marriage and Family Therapists, Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Christy Berger, Board of Behavioral Science, California Department of Consumer Affairs, request that the regulations be amended to allow for MFT interns and clinical social worker associates to provide services to students attending a nonpublic school.

Response: We agree with the recommendation and propose that the language in section 3065 be amended to read “license as a Marriage and Family Therapist, or Marriage and Family Therapist interns under supervision” and “license as a Clinical Social Worker, or Associate Clinical Social Worker under supervision”.

Comment: Gilbert Newman of the Wright Institute, Owen Fudim of Switzer Learning Center, Robin Sablosky, licensed psychologist, Robert Kahane, the California Department of Consumer Affairs, Board of Psychology, Nicette Short, California Alliance

of Child and Family Services, Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Amanda Levy of the California Psychological Association, request that the regulations be amended to allow for pre licensed psychologists to provide services to students attending a nonpublic school. In addition, they suggest that the meaning of "psychological services" be more specific.

Response: We agree with the first recommendation and propose that the language in section 3065 be amended to read "license as a Psychologist, or regulated by the Board of Psychology, within the Department of Consumer Affairs". The explanation for changing "Psychological services" to "Counseling services" is not specific and therefore, we can not respond.

Comment: Wayne Miyamoto of the California Association of Private Special Education Schools (CAPSES), states that the cost impact statement on the Notice of Proposed Rulemaking does not take into effect the significant cost to the nonpublic schools of purchasing the same curriculum and instructional materials as the district in which it is located.

Response: A cost analysis review by the California Department of Education (CDE) determined that the cost of educational materials, including textbooks is considered a part and parcel of operating a school and therefore, is consistent with the cost of running an educational program. In addition, the law was enacted to ensure that students with disabilities progress in the general education curriculum and achieve the same goals as their non-disabled peers.

Comment: Wayne Miyamoto of CAPSES, Rebecca Evers and Timothy Welch, North Valley School, Redding, Terry Crumpacker, North Valley School, Lodi, Anne Boyes, North Valley School, Chico, Mandy Hoffman, North Valley School, Santa Rosa, Damon Coleman, North Valley School, San Bernardino, and Pam Raymond, Spectrum Center Schools, state that the highly qualified teacher requirement does not apply to nonpublic school teachers.

Response: The reauthorization of IDEA on December 3, 2004, the federal statute requires special education teachers to be highly qualified. The passage of Assembly Bill (AB) 1858 alligned nonpublic schools with the NCLB (No Child Left Behind) and IDEA (Individuals With Disabilities Act) staffing requirements. Ed Code 56366.1(n) requires nonpublic schools to employ staff with the equivalent credentialing document as staff in a public school are required to hold.

Comment: Wayne Miyamoto of CAPSES, Sandra Sternig-Babcock and Theresa Burns of the Dubnoff Center for Child Development, Rebecca Evers and Timothy Welch, North Valley School, Redding, Terry Crumpacker, North Valley School, Lodi, Anne Boyes, North Valley School, Chico, Mandy Hoffman, North Valley School, Santa Rosa, Damon Coleman, North Valley School, San Bernardino, Craig Cotter and Robert Ketch of Five Acres School, Pam Raymond, Spectrum Center Schools, Maureen Graves and Kathryn Dobel, of California Association for Parent-Child Advocacy (CAPCA), and Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA) do not agree with the definition of "access" to curriculum, specifically that photocopying of

textbooks should be allowed, and that the law does not state that each student be provided with a textbook for each of the core subjects.

Response: The definition of “access” has been amended to comply with the meaning of this term as mandated in IDEA of 2004. AB 1858 adds to Education Code 56366.10 and therefore requires that pupils have access to the same standards-based core curriculum and the same instructional materials used by the district in which the nonpublic school is located. Furthermore, Education Code 60119(c)(1)-(2) states that sufficient textbooks or instructional materials does not include photocopied sheets.

Comment: Wayne Miyamoto of CAPSES, and Maureen Graves and Kathryn Dobel, of CAPCA, recommend that the term “permit” not be deleted from the definition of “credential”.

Response: In order to meet the requirements of NCLB and the reauthorization of IDEA, teachers must meet the standards of “highly qualified”. A teacher holding a special education certification, waivers, or any emergency, temporary, or provisional document do not meet the standards of highly qualified.

Comment: Wayne Miyamoto of CAPSES states that “annual operating budget” is unclear and requires further clarification.

Response: Education code 56366.1(l)(B) clearly describes the requirements of an annual operating budget.

Comment: Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA) recommend adding language to regulation 3060 (c)(13), the entity-wide audit, to provide “further assurance that appropriate materials and textbooks are in the hands of students in a proper and timely manner”.

Response: Due to a lack of specificity regarding proposed comments, we can not respond.

Comment: Wayne Miyamoto of CAPSES, and Maureen Graves and Kathryn Dobel, of CAPCA object to the deletion of “nonpublic agency” as a provider of special education instruction.

Response: A nonpublic agency does not provide special education instruction, it provides related services to students with special needs. Therefore, the CDE disagrees with CAPSES objection.

Comment: Wayne Miyamoto of CAPSES recommends that the phrase “or is qualified to provide the service” be put back in Section 3065(w) to allow for individuals providing DIS services who are qualified by other provisions of law.

Response: The California Department of Consumer Affairs and the California Commission on Teacher Credentialing establish and regulate the professional services provided by each agency.

Comment: Wayne Miyamoto of CAPSES recommends the submission of the application for certification in 3060(b) be amended to provide further guidance.

Response: Regulation 3060 (b) requirements are clearly stated and supported by Education Code section 56366.1.

Comment: Wayne Miyamoto of CAPSES, Rebecca Evers and Timothy Welch, North Valley School, Redding, Terry Crumpacker, North Valley School, Lodi, Anne Boyes, North Valley School, Chico, Mandy Hoffman, North Valley School, Santa Rosa, and Damon Coleman, North Valley School, San Bernardino recommend that the CDE mail the annual renewal application to the nonpublic school by July 1 of each year to allow the full 120 days to comply with all of the provisions of law.

Response: Education Code section 56366.1(b)(3) clearly states that the CDE shall mail the renewal application materials to certified nonpublic schools and agencies *at least* 120 days prior to the date their current certification expires. Mailing out the renewal application after July 1 still allows the nonpublic school at a minimum of 120 days before the certification expires on December 31.

Comment: Wayne Miyamoto of CAPSES recommends that the CDE review each nonpublic school renewal application within 120 days of submittal.

Response: Education Code section 56366.1(f) refers to new applications for certification. Education Code does not determine the number of days to review a renewal application.

Comment: Wayne Miyamoto of CAPSES recommends that the regulations include guidance on how student progress should be evaluated in order for the process to be specified in the Master Contract.

Response: It clearly states in Education Code section 56366(a)(2)(B)(i) that the LEA will evaluate the educational progress of each student, including all state assessments.

Comment: Wayne Miyamoto of CAPSES recommends that CDE provide clarification on how the nonpublic school will participate in the alternative accountability program.

Response: Education Code section 56366.11(b) states that the department shall submit to the Legislature a report on the academic progress of students with exception needs attending a nonpublic school. The CDE is in the process of developing this report. Further guidance will be provided to the NPS when it is accessible.

Comment: Wayne Miyamoto of CAPSES and Sandra Sternig-Babcock and Theresa Burns of the Dubnoff Center for Child Development, have the following concerns with the statewide assessments (STAR): the STAR testing is disruptive, and recommend that the testing materials for administration of the statewide assessments (STAR) be directly distributed to, and collected from, the NPS and then received their students' test scores directly.

Response: Education Code section 56366(a)(8)(B) allows for the nonpublic school to determine its STAR testing period. Education Code 56366(a)(8)(B) states that the LEA's school board shall adopt regulations to facilitate the distribution of and collection of testing materials.

Comment: Wayne Miyamoto of CAPSES recommends that the regulations include a requirement that master contracts are in place by July 1 unless there is a disagreement.

Response: The Master Contract is an agreement between the LEA and the nonpublic school. Regulation 3062(a) does not regulate when the Master Contract is to be signed, only that a signed Master Contract is in place every year.

Comment: Wayne Miyamoto of CAPSES, Rebecca Evers and Timothy Welch, North Valley School, Redding, Terry Crumpacker, North Valley School, Lodi, Anne Boyes, North Valley School, Chico, Mandy Hoffman, North Valley School, Santa Rosa, and Damon Coleman, North Valley School, San Bernardino recommend that the CDE review the self-review report and send a report back to the nonpublic school within 60 days of submittal.

Response: Education Code section 56366.1(j)(1) does not specify a timeline in which the CDE must review the self-review report.

Comment: Wayne Miyamoto of CAPSES recommends that the CDE give the nonpublic school 90 days notice of an on-site review.

Response: Regulation 3060(b) provides nonpublic schools a 30 day prior notice before an on-site review. CDE has determined that this is sufficient notice.

Comment: Wayne Miyamoto of CAPSES recommends that the CDE conduct a follow-up visit to each nonpublic school the year after it has completed an on-site review and provide a report back to the NPS within 60 days.

Response: Education Code section 56366.1(j)(3) allows for the CDE to do a follow-up visit to the nonpublic school after an on-site review. The code does not specify that all schools will receive a follow-up visit or a timeline to complete the report.

Comment: Wayne Miyamoto of CAPSES recommends that the on-site review team consist of at least four people, which include, but is not limited to, the CDE.

Response: On-site reviews are conducted by a minimum of two CDE reviewers. The CDE provides additional CDE reviewers when needed.

Comment: Wayne Miyamoto of CAPSES recommends that the on-site review team be trained by the CDE.

Response: As addressed in Regulation 3063(i) all personnel who conduct on-site reviews are required to be trained by the department.

Comment: Maureen Graves and Kathryn Dobel, of CAPCA, state the proposed requirement in section 3060(c)(8) that nonpublic schools describe “entrance criteria and exit criteria” as part of the certification process is confusing and requires further explanation.

Response: The CDE application requirements for the nonpublic school certification process are supported by Education Code section 56366.1. The proposed regulation for an entrance criteria and exit criteria clarifies one of the components of the application.

Comment: Maureen Graves and Kathryn Dobel, of CAPCA, state that the reporting requirement in section 3062(h) of “registered staff” to the CDE is vague and needs clarification.

Response: Staff reporting requirements in regulation 3062(h) clearly state that the nonpublic school shall report all licensed or credential staff personnel changes.

Comment: Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Kay Altizer, Special Education Local Plan Area Administrators recommend that the qualifications for staff providing “behavior intervention” be amended to meet NCLB requirements.

Response: The NCLB requirements apply to paraprofessionals with instructional duties in any program supported by Title I funds. A paraprofessional provides instructional support. Staff providing behavior intervention do not meet the definition of paraprofessional and are therefore not required to follow the requirements of NCLB.

Comment: Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Sandra Vargas, Strategic Education Services state that the term “instructional day” needs more clarification.

Response: The definition of “instructional minutes” is clearly written in regulations section 3001(r).

Comment: Kris Rodriguez, Terri Fesperman, California Commission on Teacher Credentialing and Kay Altizer, Special Education Local Plan Area Administrators, recommend that the term “designated instruction and service” be replaced consistently with “related services”

Response: The CDE agrees and has corrected the inconsistency throughout the proposed regulations.

Comment: Kris Rodriguez made several editing suggestions.

Response: Due to a lack of specificity regarding proposed comments, we can not respond.

Comment: Kay Altizer, Special Education Local Plan Area Administrators, recommends that the Master Contract include additional assurances.

Response: Due to a lack of specificity regarding proposed comments, we can not respond.

Comment: Kay Altizer, Special Education Local Plan Area Administrators, recommends that staff who design or plan behavior intervention also have a credential or license.

Response: Staff qualifications for behavior intervention development are clear in 3065(d) (1)-(7).

Comment: Kay Altizer, Special Education Local Plan Area Administrators, recommends that “recreational therapy” and “pre-vocational exploration” be added to the description of “occupation therapy”.

Response: These are two different professions and do not meet the definition of “occupational therapy”.

Comment: Kay Altizer, Special Education Local Plan Area Administrators, recommend that “qualified occupational therapist” and “credentialed adapted physical education teacher” be added to “recreation services”.

Response: We do not agree with this recommendation. These are two different professions, regulated by different standards and college degrees.

Comment: Terri Fesperman, California Commission on Teacher Credentialing, recommends that the words “credential, life diploma, permit” be deleted from the definition of “credential” and leave only the word “document”.

Response: The word “document” is too broad a term for the definition of “credential”. All teachers, to be considered highly qualified, must have a “credential”, not a “document”.

Comment: Terri Fesperman, California Commission on Teacher Credentialing, suggested “technical clean-up” language.

Response: Due to a lack of specificity regarding proposed comments, we can not respond.

Comment: Sherry Skelly Griffith and Brett McFadden, Association of California School Administrators (ACSA), and Kay Altizer, Special Education Local Plan Area Administrators recommend that “recreational therapy be added to the description of “occupational therapy” and therefore, “Qualified Occupational Therapist” be added to “recreation services”.

Response: We do not agree with this recommendation. “Recreation Services” and “Occupational Therapy” are two different fields. They are regulated by different standards, a different college degree and experience requirements.

Comment at Public Hearing on September 5, 2006

Comment: Amanda Levy of the California Psychological Association, testified that the regulations be amended to allow for pre-licensed psychologists to provide services to students attending a nonpublic school. In addition, they suggest that the meaning of "psychological services" be more specific.

Response: We agree with the first recommendation and propose that the language in section 3065 be amended to read "license as a Psychologist, or regulated by the Board of Psychology, within the Department of Consumer Affairs". The explanation for changing "Psychological services" to "Counseling services" is not specific and therefore, we can not respond.

Late Comment received after the 45 day ended

Comment: Los Angeles Unified School District recommends:

- the definition of related services should be replaced with the federal definition;
- the definition of "occupational therapy" should include "recreational therapy";
- a timetable consistent with the fiscal year calendar should be designed to replace the current timeline for certification;
- the qualification for nonpublic school staff be aligned with staff in a public school; and
- staff providing behavior intervention implementation comply with NCLB requirements.

Response: Comments submitted after closing of the public comment period. No response required.

Comment: Rebecca Foo, Switzer Learning Center recommends that the definition of personnel excludes pre-licensed psychologists from providing counseling and guidance and that the definition of psychological services is not consistent with current state law.

Response: Comments submitted after closing of the public comment period. No response required.

ITEM # 39

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
2006 Visual and Performing Arts Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) hold a public hearing, review, and take action on the recommendations of the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) for the 2006 Visual and Performing Arts Primary Adoption for instructional materials in kindergarten through grade eight (K–8).

Further, the SBE makes the following findings, pursuant to *Education Code* (*EC*) Section 60200(e):

- That fewer than five basic programs are being recommended for adoption in kindergarten through grade four (K–4) because fewer than five programs were submitted for those grades.

- Though seven programs were submitted for grades five, seven, and eight, only four programs are recommended for adoption. The criteria and procedures used to evaluate the submitted materials for the adoption were consistent with the SBE-adopted curriculum framework. (Note: Grade six had seven programs approved and therefore met the requirements pursuant to *EC* Section 60200[e].)

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 2006 and March 2006**: The SBE approved appointment of Instructional Materials Advisory Panel (IMAP) members and Content Review Panel (CRP) experts to review K–8 instructional materials for the 2006 Visual and Performing Arts Adoption.

SUMMARY OF KEY ISSUES

Statutory Requirements

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, such as visual and performing arts. The first instructional materials adoption following the SBE adoption of new evaluation criteria is termed a "primary adoption" and creates a new list of available materials. The last primary adoption for Visual and Performing Arts took place in 1998.

***EC* Section 60200(e) Finding:** *EC* Section 60200(e) specifies that the SBE may adopt fewer than five programs per grade level if either:

- Fewer than five programs were submitted for adoption, or

- The SBE specifically finds that fewer than five programs meet the criteria for adoption and conducts a review of the degree to which the criteria and procedures for evaluation were consistent with the SBE-adopted curriculum framework.

In this adoption only four programs were submitted for K–4. Seven programs were submitted for grades five, seven, and eight. However, only four are recommended for adoption. The required review is incorporated in the Curriculum Commission's Report (see page ten of Attachment 2). Nine programs were submitted for grade six. Seven programs are recommended for adoption in grade six.

Adoption Process and Timeline

- **Publisher Meeting:** On January 9, 2006, the CDE conducted a Publisher Invitation to Submit Meeting which outlined the *EC* and regulatory requirements for participation in the adoption process.

- **Training:** April 4-7, 2006, the SBE-appointed CRP/IMAP reviewers were trained to evaluate the submitted programs for alignment with the *Visual and Performing Arts Content Standards*, the *Visual and Performing Arts Framework*, the "Criteria for Evaluating Instructional Materials in Visual and Performing Arts," and for legal and social compliance (LSC).

- **LSC Review:** CRP and IMAP members received training in the LSC process during the April training and integrated their LSC review into their content review. In addition, the CDE contracted with several county offices of education to review materials for LSC. On July 7, 2006, two members of the Curriculum Commission met to review all submitted citations for concurrence and to avoid duplication. As a result of that meeting, 37 citations for LSC were forwarded to publishers. Two

SUMMARY OF KEY ISSUES (Cont.)

publishers appealed a total of eight citations on August 23, 2006; five appeals were approved, while three were denied. The publisher agreed to revise its materials to bring them into compliance. The other 29 citations were addressed by publisher revision of their materials.

- **Deliberations:** During deliberations that were held July 31–August 3, 2006, 11 CRP and 20 IMAP members evaluated ten programs submitted for the 2006 Visual and Performing Arts Primary Adoption. After reaching consensus on their recommendations, the reviewers developed a *Report of Findings* for each program. These reports were forwarded to the Curriculum Commission for action at the September 28-29, 2006, meeting.

- **Curriculum Commission Meeting:** At their meeting on September 28-29, 2006, the Curriculum Commission reviewed the CRP/IMAP *Report of Findings,* conducted two public hearings, and took action to forward recommendations to the SBE on the ten programs submitted for adoption.

- **Public Comment:** Public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings on September 28 and 29, 2006. All public comments received by the Curriculum Commission were also forwarded to the SBE and are provided with this item as Attachment 3. Any public comments received after this item has been submitted will be included in a Last Minute Memorandum.

- **Edits and Corrections:** A meeting will be held with publishers for minor edits and corrections on November 29, 2006. Final print resources reflecting LSC revisions, edits, and corrections must be submitted to the CDE by early 2007 (exact date to be announced).

FISCAL ANALYSIS (AS APPROPRIATE)

The Instructional Materials Funding Realignment Program (IMFRP), *EC* sections 60420–60424, provides funding for the purchase of standards-aligned instructional materials. Although the IMFRP prioritizes the purchase of materials in the four core subjects of reading/language arts, mathematics, science, and history–social science, districts that have certified that they have provided all students with core materials may use one hundred percent of any remaining IMFRP dollars for the purchase of materials in other subjects. IMFRP funding for 2006-07 totals $402,969,000 or approximately $55 per student.

ATTACHMENT(S)

Attachment 1: 2006 Visual and Performing Arts Primary Adoption Curriculum Commission Recommendations (1 Page)

Attachment 2: 2006 Visual and Performing Arts Primary Adoption, Report of the Curriculum Development and Supplemental Materials Commission (47 Pages)

Attachment 3: 2006 Visual and Performing Arts Primary Adoption Public Comment (25 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE office.)

Any public comments received after this item has been submitted will be included in a last minute memorandum.

2006 Visual and Performing Arts Primary Adoption

Curriculum Commission Recommendations

These programs have not been adopted by the State Board

Publisher	Program Title	Grade Levels	Curriculum Commission Recommendation
MUSIC			
ArtsCom, Inc.	*Music Learning System*	5-8	Not Recommended
Macmillan/McGraw-Hill	*Spotlight on Music*	K-6	Recommended
Pearson Scott Foresman	*Silver Burdett Making Music, California Edition*	K-8	Recommended
VISUAL ARTS			
ArtsCom, Inc.	*Visual Arts Learning System*	5-8	Not Recommended
Blarney Hill Press	*Exploring Art Media*	5-8	Not Recommended
Davis Publications	*Art and the Human Experience*	6-8	Recommended
Glencoe/McGraw Hill	*Glencoe California Middle School Art Series*	6-8	Recommended
Pearson Scott Foresman	*Scott Foresman Art, California Edition*	6-8	Recommended
SRA/McGraw-Hill	*SRA Art Connections*	K-6	Recommended
THEATRE			
SRA/McGraw-Hill	*Theatre Arts Connections*	K-6	Recommended

2006 VISUAL AND PERFORMING ARTS PRIMARY ADOPTION

REPORT OF THE CURRICULUM DEVELOPMENT AND SUPPLEMENTAL MATERIALS COMMISSION

NOVEMBER 2006

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INTRODUCTION

In January 2001, the State Board of Education (SBE) adopted the *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve.* These standards affirm the SBE's commitment to provide a world-class arts education for all California students, and provide important guidance to schools in designing curricula for programs in the visual and performing arts. They provide a comprehensive, specific vision of what students know and are able to do at every grade level.

The SBE adopted a brand new, standards-aligned *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* on January 7, 2004. This new framework includes the "Criteria for Evaluating Instructional Materials in Visual and Performing Arts, Kindergarten Through Grade Eight." The criteria provide a means of evaluating the alignment of instructional materials with the *Visual and Performing Arts Content Standards* and the *Visual and Performing Arts Framework.* The criteria were shared with publishers at a briefing in June 2004, and have been posted on the California Department of Education (CDE) Web site.

The criteria are organized into five categories:

1. **Visual and Performing Arts Content/Alignment with Standards:** The content specified in the *Visual and Performing Arts Standards for California Public Schools*

2. **Program Organization:** The sequence and organization of the visual and performing arts program

3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do

4. **Universal Access:** The information and ideas that address the needs of every student, including those with diverse learning styles and abilities

5. **Instructional Planning and Support:** The information and materials, typically including a separate edition specially designed for use by teachers, to assist teachers in implementing visual and performing arts programs

The SBE adopted the timeline for the 2006 Visual and Performing Arts Primary Adoption on January 12, 2005. Minor revisions were approved by the Curriculum Commission to allow additional time to recruit qualified reviewers and to allow time for publishers to respond to deadlines. The timeline reflected the requirements of *Education Code (EC)* Section 60200(b)(1) which 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 such as visual and performing arts. 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 visual and performing arts took place in 1998. The 2006 Visual and Performing Arts adoption is on schedule for the adoption of K-8 instructional materials.

Standards maps were developed to help publishers identify where their instructional materials were aligned with the *Visual and Performing Arts Content Standards for California Public Schools*. Publishers completed the maps and submitted them with their programs. The Content Review Panel (CRP) experts and Instructional Materials Advisory Panel (IMAP) members used the maps in evaluating a program's alignment with the standards.

Only basic instructional materials programs for grades K-8 were reviewed and recommended for the 2006 Visual and Performing Arts Primary Adoption. Supplementary materials (covering less than an entire course) are not considered within a primary adoption. Programs recommended for this adoption were full basic programs which were evaluated for appropriate grade-level content, alignment with the content standards and the *Visual and Performing Arts Framework* and met the evaluation criteria.

ADOPTION PROCESS

PUBLISHERS INVITATION TO SUBMIT MEETING

A Publishers Invitation to Submit (ITS) meeting was held on January 9, 2006. Publishers were invited to attend the ITS meeting to learn about the process and procedures for submitting K-8 instructional materials for the 2006 Visual and Performing Arts Primary Adoption. Each publisher received a copy of the *Publishers Invitation to Submit* document that contains all of the information necessary for a publisher to know to effectively participate in the adoption process.

Technical information was provided at the meeting, including an outline of the schedule of significant events, publishers' responsibilities for participating in the adoption, review of the adoption process, overview of the content standards, the *Visual and Performing Arts Framework*, the evaluation criteria, and the logistics of the submission process.

CRP/IMAP APPOINTMENT AND TRAINING

In January and March 2006, the SBE appointed a total of 11 CRP experts and 20 IMAP members on the recommendation of the Curriculum Commission to evaluate ten submitted visual and performing arts programs. They composed four review panels.

The IMAP members included classroom teachers, district coordinators, and administrators with experience in an arts field. The CRP experts included experts with doctorate degrees in an arts field.

The Curriculum Framework and Instructional Resources (CFIR) Division staff assisted the Curriculum Commission in its training of reviewers on April 4-7, 2006, for the 2006 Visual and Performing Arts Primary Adoption. Training included sessions on the *Visual and Performing Arts Framework*, the visual and performing arts content standards, the evaluation criteria, the legal and social compliance standards, and the adoption process. Publishers made formal presentations on their programs at the training and answered IMAP/CRP questions.

Training was conducted in accordance with the *Bagley-Keene Open Meeting Act.* Various publisher representatives and interested members of the public attended the training. Every afternoon, at a pre-determined time, the training would pause to provide an opportunity for public comment.

CRP/IMAP REVIEW, DELIBERATIONS, AND REPORT OF FINDINGS

In April 2006, the IMAP members, CRP experts, and Curriculum Commission members received complete sets of instructional materials that were assigned to each panel to review and evaluate according to the criteria. The IMAP members and CRP experts conducted their independent reviews of the science materials during the months of April, May, June, and July.

From July 31–August 3, 2006, the IMAP members and CRP experts met in their assigned review panels in Sacramento for deliberations. The IMAP members and CRP experts shared with their fellow panel members their individual personal notes and citations that they each had developed based on their independent review. A member of the Curriculum Commission was assigned as a facilitator to each panel. CFIR Division staff provided support to the panels. During deliberations, publishers were provided time to respond to three to five questions on their respective programs posed by the panel members.

The IMAP members and CRP experts worked collaboratively during the deliberations week to produce a *Report of Findings* for each program. Each *Report of Findings* contained the following sections: Program Components, Recommendation, Content/Alignment with Standards, Program Organization, Assessment, Universal Access, Instructional Planning and Support, and Edits and Corrections (if any). The reports included citations that were exemplary (not exhaustive) of the panels' findings and recommendations.

Many of the programs were recommended for adoption pending satisfactory completion of specified edits and corrections. Edits and corrections are defined as inexact language, imprecise definitions, mistaken notions, mislabeling, misspellings, and

grammatical errors. Edits and corrections do not include complete revision or rewriting of chapters or programs, or adding new content to a program. Changes such as this are not allowed during the adoption process.

Deliberations were conducted in accordance with the *Bagley-Keene Open Meeting Act.* Various publisher representatives and interested members of the public attended the panel deliberations. Every afternoon, at a pre-determined time, both the training and deliberations would pause to provide an opportunity for public comment.

LEGAL AND SOCIAL COMPLIANCE REVIEW

The purpose of the legal and social compliance review is to ensure that K-8 instructional materials used in California schools contribute positive influences, healthy messages and overall positive images. The State Legislature established laws and the SBE adopted policies and guidelines for instructional materials to reflect California's diversity and reduce the influence of brand names and corporate logos in instructional materials. The legal and social compliance review process was an important part of the 2006 Visual and Performing Arts Primary Adoption and was an opportunity for the public to review the social content in the materials.

The legal and social compliance review was conducted by two groups. The CRP and IMAP members received training in March and integrated their legal and social compliance review into their content review. In addition, the CDE contracted with several county offices of education to review materials for legal and social compliance.

The reviewers used the standards contained in *EC* sections 60040-60045, 60048, 60200, and SBE policy as outlined in the *Standards for Evaluating Instructional Materials for Social Content* (2000 Edition). The standards address such areas as the accurate portrayal of cultural and racial diversity, equitable and positive roles for males and females, disabled people, ethnic and cultural groups and the elderly. The standards include the provisions of AB 116, Mazzoni (Chapter 276, Statutes of 1999), that prohibits (with certain exceptions) the inclusion of commercial brand names, specific commercial product references, or corporate or company logos in adopted instructional materials.

Reviewers completed a citation form with specific information on perceived violations of the legal and social compliance standards. On July 7, 2006, two Curriculum Commissioners met to review all the citations for concurrence. As a result of this review, 37 citations were forwarded to publishers. Two publishers appealed a total of eight citations on August 23, 2006; five appeals were approved, while three were denied. The other 29 citations were addressed by publisher revision of their materials.

PUBLIC COMMENT AND REVIEW

Instructional materials submitted for adoption were displayed for public review and comment, beginning April 20, 2006, at the Learning Resource Display Centers (LRDCs) throughout the state (see Appendix B). The general public was given a thirty day opportunity to provide written comments to the SBE on the Curriculum Commission's recommendations throughout October 2006. These public comments will be presented to the SBE at their November 2006 meeting.

In addition, the Curriculum Commission held two public hearings, one in the Visual and Performing Arts Subject Matter Committee (SMC) meeting on September 28, 2006, and one in the full Curriculum Commission meeting on September 29, 2006, prior to making its recommendations to the SBE. Public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings. All public comments received by the Curriculum Commission will be forwarded to the SBE for its November agenda item on the 2006 Visual and Performing Arts Primary Adoption.

The SBE will also hold a public hearing at its November 2006 meeting prior to taking action on the Curriculum Commission's recommendations.

CURRICULUM COMMISSION REVIEW AND DELIBERATIONS

On September 28-29, 2006, the members of the Curriculum Commission considered the recommendations from the IMAP members and CRP experts in conjunction with other information in determining whether each program satisfied, or did not satisfy the SBE-adopted evaluation criteria for this adoption. The criteria include a requirement that the instructional materials provide comprehensive teaching of all the visual and performing arts content standards, presented in accord with guidance provided in the *Visual and Performing Arts Framework.*

On September 28, 2006, the Visual and Performing Arts SMC reviewed the IMAP/CRP Report of Findings for each program. Each program was discussed in-depth. The discussion included the IMAP members' and the CRP experts' recommendations of minor edits and corrections, as well as, the findings from each Commissioner's own independent review. After the discussion at the Visual and Performing Arts SMC level, each program submission received a roll-call vote. The motion was stated in the affirmative. A majority vote from the Visual and Performing Arts SMC was required for any program to be recommended. The Visual and Performing Arts SMC forwarded their recommendations to the full Curriculum Commission.

On September 29, 2006, the full Curriculum Commission also discussed each program in-depth. Discussion covered the IMAP members' and CRP experts' *Report of Findings* and individual Commissioner's findings on each program they had reviewed. Following the discussion, the Commission Chair proceeded to ask for a motion and a second on each program submission. Again, the motion was stated in the affirmative; there was a

final roll call vote for each program. The recommendation for each program was to recommend the program for specific grades with edits and corrections. Nine Commissioners were required to vote in the affirmative to recommend any program. The Curriculum Commission's recommendations will be presented to the SBE on November 8-9, 2006, for action.

EDITS AND CORRECTIONS MEETING

Edits and Corrections Meetings are scheduled for November 29, 2006. These meetings with publishers will cover the edits and corrections identified in the IMAP/CRP Report of Findings and approved by the Curriculum Commission at its September 28-29, 2006, meeting; any additional edits and corrections identified by the Curriculum Commission and included in its recommendation to the SBE; and those edits and corrections that are recommended by the SBE based on the public comments received at its November 2006 meeting. Publishers whose programs are adopted by the SBE will be required to complete all edits and corrections by early 2007 (date to be announced).

PUBLISHERS' RESPONSIBILITIES IF ADOPTED

According to the provisions of *EC* sections 60061 and 60061.5, and the provisions of *California Code of Regulations, Title 5, Education*, publishers are required to comply with the "most favored nation" clause. The clause ensures publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. In addition, publishers are required to fill a textbook order within sixty days of the date of receipt of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within sixty days of the receipt of a purchase order from a California school district, the school district may assess as damages an amount up to five hundred dollars ($500.00) for each working day the order is delayed beyond sixty calendar days.

Curriculum Commission Recommendations

These programs have not been adopted by the State Board

Publisher	Program Title	Grade Levels	Curriculum Commission Recommendation
MUSIC			
ArtsCom, Inc.	*Music Learning System*	5-8	Not Recommended
Macmillan/McGraw-Hill	*Spotlight on Music*	K-6	Recommended
Pearson Scott Foresman	*Silver Burdett Making Music, California Edition*	K-8	Recommended
VISUAL ARTS			
ArtsCom, Inc.	*Visual Arts Learning System*	5-8	Not Recommended
Blarney Hill Press	*Exploring Art Media*	5-8	Not Recommended
Davis Publications	*Art and the Human Experience*	6-8	Recommended
Glencoe/McGraw Hill	*Glencoe California Middle School Art Series*	6-8	Recommended
Pearson Scott Foresman	*Scott Foresman Art, California Edition*	6-8	Recommended
SRA/McGraw-Hill	*SRA Art Connections*	K-6	Recommended
THEATRE			
SRA/McGraw-Hill	*Theatre Arts Connections*	K-6	Recommended

SPECIAL ISSUES

REVIEW OF THE CONSISTENCY OF THE ADOPTION WITH THE *VISUAL AND PERFORMING ARTS FRAMEWORK* PURSUANT TO *EDUCATION CODE* SECTION 60200(e)

Fewer than five basic instructional materials programs in history–social science are being recommended to the SBE for grades K–4, because fewer than five programs were submitted for those grade levels. Furthermore, though seven programs were submitted for grades five, seven, and eight, only four programs are recommended for adoption for those grade levels. In this circumstance, *EC* Section 60200(e) provides that the SBE, "conduct a review of the degree to which the criteria and procedures used to evaluate the submitted materials for the adoption were consistent with the State Board's adopted curriculum framework."

On the SBE's behalf, the Curriculum Commission and CDE staff conducted the following review required by *EC* Section 60200(e). The review concluded:

1. The evaluation criteria were based on the academic content standards and the *Visual and Performing Arts Framework* as adopted by the SBE.

2. The criteria and procedures used to evaluate the submitted materials for adoption were entirely consistent with the standards and the *Visual and Performing Arts Framework*.

3. It was the very consistency of the evaluation criteria with the grade-level expectations and the *Visual and Performing Arts Framework* that resulted in fewer than five basic instructional programs in history–social science being recommended for adoption for grades five, seven, and eight.

4. Overall, the rejected programs failed to meet the evaluation criteria.

5. In the review process, the evaluation criteria were applied fairly and consistently.

Publisher: **ArtsCom, Inc.**

Title of Program: ***Music Learning System***

Grade Level(s): **5-8**

Program Components

ArtsCom's Music Learning System is provided on a CD-ROM, and contains Music Fundamentals (MF-computer), Study Guide (SG), Teacher's Guide (TG), Workbook (WkBk), Music Lessons (ML), Song Book (SB), Art & Music Connections (AMC), Music Theory & Aural Skills in 7 levels (MT&AS L1 through MT&AS L7), Assessment Framework (AsFr), and Learning by Listening – aural CD (LL).

Recommendation

This program is not recommended for adoption because it does not meet Category 1 and Categories 2 through 5, and is not fully aligned with the Visual and Performing Arts Content Standards.

Visual and Performing Arts Content/Alignment with Standards

The program is not designed to ensure that students master all of the Visual and Performing Arts Content Standards.

Program Organization

The program is not organized to structure sequentially what students should learn each year, and does not allow teachers to convey the content efficiently and effectively.

Assessment

The program does not present strategies for measuring what students know and are able to do.

Universal Access

The instructional materials do not provide strategies to help students with diverse learning styles and abilities to understand the visual and performing arts content.

Instructional Planning and Support

The program does not provide support for the teacher in implementing the instructional program.

Edits and Corrections

1. TG, p. 6, bottom of page, in Assessment category, change 'compute' to 'computer'.

2. TG, p. 9, middle of page, 'Music Lessons by' take out the word 'by'.

3. TG, p. 12, 4th line of text, word ‘read’ is separated by a space and should be in one line.
4. TG, p. 12, Standard 2.2, correct the word, ‘repertoire’ because it is misspelled.
5. TG, p. 12, Standard 2.3, correct the spelling, ‘independently’.
6. ML3, pp. 7-8, in text, time signatures should not be written as a fraction (i.e. 4/4) but as 4.4 or 4 on top of 4. This happens several times within the text.
7. TG, p. 14, Standard 4.3, erase period before the first word.
8. TG, p. 14, put line space after Standard 4.3.
9. TG, p. 14, at bottom of page, standard 2.3, take dash out of the word articulate.
10. Under Sounds & Symbols, non-musical sounds: p. 1 and 4, gunshot sound should be changed to another sound.
11. Under Instrumental/Keyboard, p. 3, under Synthesized Sounds (Doomsday), a sound of bombings and the gunshot sound should be changed to other sounds.
12. MD 3, (Roman Catholic Mass), “Kyrie” is a Greek term, not Latin.

Publisher: **Macmillan/McGraw-Hill**

Title of Program: ***Spotlight on Music***

Grade Level(s): **K-6**

Program Components

Macmillan/McGraw-Hill's Spotlight on Music includes a Pupil Edition (PE), Teacher's Edition (TE), Teacher's Resource Masters (RM), Recorder (Rec), Transparencies (TR), Audio CDs (CD), CD-ROMs, and DVDs.

Recommendation

The program is recommended for adoption because it aligns with the content standards and meets the evaluation criteria. Edits and corrections required as a condition for adoption are listed under the "Edits and Corrections" section of the report below.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all of the criteria statements in Criteria Category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year, and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the standards-based curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption:

1. Grade 2, PE/TE p. 25, "…wear special shoes." should be "…wear special shoes called pointe shoes or toe shoes."
2. Grade 4, PE/TE, p. 182, Standard 3.5, in the "Lesson Planner" section should be removed because it does not deal with California. The Columbia River borders Oregon and Washington.

3. Note: The horns depicted in “The Composer’s Specials: Handel’s Last Chance” (DVD) are valved horns. Based on DOB-DOD (1684-1759) dates for Handel – The only horns available would be natural/valveless horns. The horn valve was not invented until 1812-1816. Publisher is encouraged to note this fact.

Publisher: **Pearson Scott Foresman**

Title of Program: ***Silver Burdett Making Music***

Grade Level(s): **K-8**

Program Components

Pearson Scott Foresman's Silver Burdett Making Music includes a Student Edition (SE), Teacher's Edition (TE), Teacher's Resource Package (TR), Audio CDs (CD), CD-ROMs, and DVDs.

Recommendation

The program is recommended for adoption because it aligns with the content standards and meets the evaluation criteria. Edits and corrections required as a condition for adoption are listed under the "Edits and Corrections" section of the report below.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all of the criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year, and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the standards-based curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption:

1. Grade 5, Standard Map citation 2.5 pages 420-425, information begins on page 418.
2. Grade 2, Standard Map citation 1.2 page 30, information begins on page 31.
3. Grade 6, Needs date of death for Luther Vandross.
4. Grade 7, Binding in book is stuck together – out about 1" from binding.
5. Grade K, p.5, Key marked 2.2 could also be marked 1.2.

Publisher: **ArtsCom, Inc.**

Title of Program: ***Visual Arts Learning System***

Grade Level(s): **5-8**

Program Components

ArtsCom's Visual Arts Learning System is provided on a CD-ROM, and contains Visual Art Fundamentals (VAF-computer) Teacher's Guide (TG), Study Guide (SG), Workbook (WkBk), Art Lessons (AL), and Art and Music Connections (AMC).

Recommendation

This program is not recommended for adoption because it does not meet the evaluation criteria and is not fully aligned with the Visual and Performing Arts Standards.

Visual and Performing Arts Content/Alignment with Standards

The program is not designed to ensure that students master all of the Visual and Performing Arts Standards.

Program Organization

The program is not organized to structure sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program does not support strategies for measuring what students know and are able to evaluate grade-level mastery of the standards.

Universal Access

The program does not support access to the standards-based curriculum for all students including students with diverse learning styles and abilities.

Instructional Planning and Support

The program does not provide support for the teacher in implementing the instructional program.

Publisher: **Blarney Hill Press**

Title of Program: ***Exploring Art Media***

Grade Level(s): **5-8**

Program Components

Blarney Hill Press's Exploring Art Media includes a Pupil Edition (PE), Teacher's Guide (TG), Teacher's Edition Lesson Notes (TLN), Teacher's Edition Self-Evaluation (TPE), and a Teacher's Edition Project Evaluation (TPE).

Recommendation

This program is not recommended for adoption because it does not meet criteria Category 1 and Categories 2, 3, and 5. It is not fully aligned with the Visual and Performing Arts Content Standards.

Visual and Performing Arts Content/Alignment with Standards

The program is not designed to ensure that students master all of the Visual and Performing Arts Content Standards.

Program Organization

The program is not organized to structure sequentially what students should learn each year, and does not allow teachers to convey the content efficiently and effectively.

Assessment

The program does not present strategies for measuring prior knowledge, what students know and are progressively able to do.

Universal Access

This program provides access to the curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program does not provide support for teachers in implementing the instructional program. This program uses unsafe materials.

Edits and Corrections

1. Throughout the program remove "spray adhesive" and "rubber cement". Replace with "glue" if not already in the sentence.

2. Throughout the program remove "paring knife," "kitchen paring knife," "pocket knife," and "craft knife." Replace with "plastic knife" if not already in the sentence.

3. Throughout the program spell these names and titles correctly: Frida Kahlo, Henri de Toulouse-Lautrec, David Alfaro Sequeiros, Venus of Willendorf, Dying Niobid, Michelangelo, Ecstasy of Saint Theresa, Seated Woman-A. Maillol, Henry Ossawa Tanner, Artemisia Gentileschi, Diego Rivera, Hans Holbein, Sotatsu Tawaraya, Maruyama Okyo, Berthe Morisot, and Della Robbia Lucca.

4. Add the following items to the “Studio Materials and Supplies List”, pp. 360-361: Wood glue, glue sticks, coping saw, sandpaper, magnifying glass, video camera and tripod, clock with second hand, mirrors, magazines/newspapers, correction fluid, pink erasers, crow quill pens #102, speedball pens #99, tortillions, washable fabric pencils, mixing containers and sticks, rubber gloves, paper towels, water color containers, eye droppers, rolling pins, plastic knives, silk screens, computers and computer programs, brown India ink, acrylic medium (gloss or mat), acrylic paint, wood stains, pastel board, illustration board, grid paper, toned paper, Balsa wood or foam board, corrugated cardboard boxes, plastic sheeting or plastic bags, sand, spray bottles, non-toxic soldate #80 clay, all-purpose art plaster, commercial 3x3 pad with sticky edge, colored cotton fabric, rocks or tessarae, vegetable pan spray, bath soap bars, large sewing needles, house paint or gesso, balloons, clear plastic fishing line, small barrel swivels, and gloss medium.

5. Page 355, Graph. Delete “Martin Yan.”

6. Page 355, Graph. “Anna Mary Robertson” is the same person as “Grandma Moses.”

7. Page TG 276, line 5. Change “Complementary colors (opposite colors on the color wheel)” with “High and low intensity colors.”

8. Page TG 292, line 4. Change “Abstract (non-representational)” to “non-objective (non-representational).”

9. Page TG 299, line 13. Change “artistic elements” to “elements of art.”

10. Page TG 300, Materials and Supplies. Change “Glaze medium” to “Gloss medium.”

11. Page TG 326, line 6. Change “art design principles” to “elements of art and principles of design.”

12. Page PE 15, lines 7-10. Replace sentence about the basic art principles and art elements with the following sentences: The elements of art are: color, line, shape/form, value, and texture. The principles of design are: balance, rhythm, contrast, dominance, emphasis, movement, repetition, subordination, unity, and variety.

These elements and principles should be consistent throughout the book.

13. Page PE 57, line 5. Replace “charcoal” with “ochres.”

14. Page PE 61, line 17. Replace “art principles and elements” with “principles of design and elements of art.”

15. Pages PE 84, 94, and 110. Change “Guernica” to “Guernica (Picasso).”

16. Page PE 94, line 6. Put “Bernini” in parenthesis.

17. Change copyright notice in TG to allow for copy of blackline masters.

Publisher: **Davis Publications**

Title of Program: ***Art and the Human Experience***

Grade Level(s): **6-8**

Program Components

Davis Publications' Art and the Human Experience includes a student edition (SE), teacher edition (TE), Teacher Resource Binder (TR), Large Reproductions (LR), Overhead Transparencies (OT), Student Art Gallery CD-ROM (SA), Davis e-Gallery CD-ROM (DEG), Hispanic Fine Art Showcase prints (HS), Art Careers video (AC), Student Handbook (SH) in English and Spanish, and a STAR Preparation Support CD-ROM (STAR).

Recommendation

The program is recommended for adoption because it aligns with the content standards and meets the evaluation criteria. Edits and corrections required as a condition for adoption are listed below. In addition, all reference to national standards shall be removed from the entire program as a condition for adoption.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all of the criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program provides access to the standards-based curriculum for all students including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides access to the standards-based curriculum for all students including students with diverse learning styles and abilities.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption.

1. Grade 6, TE/SE p. 185, Studio Connection: "Use ~~pencil or charcoal~~ oil or chalk pastel to make a careful drawing of an everyday object….Experiment with ~~shading~~ tints, shades, and intensities. Apply more pressure ~~to the pencil or~~

~~charcoal~~ to create dark values and increase intensity. Use less pressure to create light values and decrease intensity. Add white or black to the other colors to create tints and shades.

2. Grade 7, TE p. 241, Teaching through Inquiry: Change last sentence. "Through a multi-media presentation, have each group present their report to the rest of the class."

3. Grade 6, TE/SE, p. 40, Space, paragraph 3: "Artists working in two dimensions also use one-, two-, or three-point linear perspective, a special technique in which lines meet at ~~a~~ specific points in the picture…"

4. Grade 6, TE/SE, p. 149, paragraph 1: Add sentence to end of paragraph: "This technique is known as one-, two-, or three-point perspective."

5. Grade 6, TE/SE, p. 170, Fig. 4-32: "Two-point linear perspective can help you…"

6. Grade 6, TE/SE, p. 183, Studio Connection: Second sentence: "Use two-point perspective and overlapping to show foreground, middle ground, and background (see Studio Handbook, p. 4, for linear perspective techniques).

7. Standards Map references. Make the following edits in the standard maps and also to standards referenced on the following pages.

Grade	Standard	**Delete Standard reference from** the following pages	**Add Standard reference** on the following pages
6	2.2	TE/SE pp.20-23, 40, 153 (primary citation)	
6	5.1	SE p. 116 (primary) TE/SE p. 194, 298 (supporting)	TE/SE p. 264 (primary)
7	5.2	TE/SE p. 137 (primary) SE pp. 163, 241, 267 (supporting) TE pp. 163, 189, 241, 267 (supporting)	
7	5.1	TE/SE pp. 262-263 (supporting)	
6	4.4	TE pp. 223, 237 (primary)	

8. Grades 6-8, TE, Throughout. Please check for capitalization and punctuation on numbered paragraphs.

9. Grade 6, TE/SE, p. 32, paragraph 2: "When an artist is ~~happy~~ satisfied…"

10. Grade 6, TRB, p. 139, Map: misspelled name; correction Kwakiutl.

11. Grade 6, TRB, p. 148, Sash window "2 over 2" is incorrect; correct "4 over 4".

12. Grade 6, TE/SE, p. 159, Fig. 4-18, Image is backwards; correct is flip the image L-R.
13. Grade 6, TE, p. 189, Check Your Understanding, Answer 3: The answer given does not match the question in the Student Edition. Replace the current answer with: "Painted pottery, carved stone calendars, formed metal vessels, or colorful patterned textiles."

14. Grade 6, TRB, p. 196: Proper spelling of name is: Tommaso Masaccio

15. Grade 6, TRB, p. 196/409: List artist's name consistently as: Raphael (Raffaello Sanzio)

16. Grade 6, TRB, p. 196, 197: List artist's name consistently as: Michelangelo (Michelangelo Buonarotti)

17. Grade 6, TRB, p. 229: Proper spelling of name is: Diego Velázquez (accent)

18. Grade 6, TRB, p. 265: Proper spelling of name is: Joseph Mallord William Turner

19. Grade 6, TRB, p. 267, Map: Remove accent from Fontainebleau

20. Grade 6, TRB, p. 349, Map: The country Burma is now called Myanmar

21. Grade 6, TRB, p. 379: "Idealized Proportion" refers to human figures, not still life objects. Replace the line drawing on the Idealized Proportion card with a line drawing of a Classical Greek or Roman statue.

22. Grade 6, TRB, p. 386, Map: Add a legend that clarifies what the shading indicates. (Not clear as it stands.)

23. Grade 6, TRB, p. 411: Proper spelling of name is: Zurbarán (accent)

24. Grade 7, TE, p. 41, Using the Overhead: "Lead a discussion of how the artist used color and texture in creating this ~~mask~~ <u>painting</u>."

25. Grade 7, TE/SE, p. 50, Fig. F3-27: This photograph appears to be upside down. If so, please correct.

26. Grade 7, TE/SE, p. 80, paragraph 1: "This kind of drawing is ~~the opposite of~~ <u>different</u> <u>from</u> contour drawing."

Publisher: **Glencoe/McGraw-Hill**

Title of Program: ***California Middle School Art Series***

Grade Level(s): **6-8**

Program Components

Glencoe/McGraw-Hill's California Middle School Art Series includes a Student Edition (SE), Teacher Wraparound Edition (TWE), Teacher Resource Binder (TRB), Fine Art Transparencies (TR), Fine Art Prints (P), Art Interactions DVD-ROM (DVD), Teacher Works CD (TW), and Portfolio Assessment and Techniques (PAT).

Recommendation

The program is recommended for adoption because it aligns with the content standards and meets the evaluation criteria. Edits and corrections required as a condition for adoption are listed below.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all of the criteria statements in criteria category 1.

Program Organization

The program organization structures sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program provides access to the standards-based curriculum for all students including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption.

1. Grade 6, SE p. 158: In the introduction, change the first sentence from "Have you ever looked at a painting and wondered…" to "Have you ever looked at a two-dimensional painting and wondered…"

2. Grade 7, SE p. 5: Under the heading “Learning from Art” (in the second paragraph) change “Studying or creating art as a hobby helps you gain” to “Studying or creating art helps you gain”.

3. Standards Map references. Make the following edits in the standards maps for the program.

Grade	Standard	**Delete Standard** reference
6	4.3	TR: pp. 29-32, 77-80, 81-84, 105-108, 109-112, 113-116, 117-120 (secondary)
6	3.2	SE p. 109 (primary)
6	2.6	TR: pp. 25-28, 29-32, 49-52, 57-60, 65-68, 69-72, 73-76, 89-92 (supporting) TRB pp. 127,128, 129, 227, 228, 233, 234, 251 (supporting)

Publisher: **Pearson Scott Foresman**

Title of Program: ***Scott Foresman Art***

Grade Level(s): **6-8**

Program Components

Pearson Scott Foresman's Scott Foresman Art includes a Student Edition (SE), Teacher's Edition (TE), Teacher's Resource Package (RP), Fine Art Prints (FAP), Unit-by-Unit Resources (UR), Audio CDs (CD), CD-ROMs, and DVDs, Integrated Reading & Writing Workbook (IR&WW).

Recommendation

The program is recommended for adoption because it aligns with the content standards and meets the evaluation criteria. Edits and corrections required as a condition for adoption are listed under the "Edits and Corrections" section of the report below.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all of the criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year, and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the standards-based curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption.

1. Grade 8, The Curriculum Connection on Art Print 12 reads: "Visual Culture–People and Politics. Have students create a mixed-media collage on a current political issue." Edit to read: "Visual Culture–People and Politics. Have students create a mixed-media painting/collage on a current political issue."

2. Grade 6, p. 115. Step 3, Change the word “contrast” to “intensity.” Sentence now reads: “Add more contrast with watercolor pencils, oil pastels, crayons, and chalk pastels.” So, the sentence will be revised to read: “Add more intensity with watercolor pencils, oil pastels, crayons, and chalk pastels.”

3. Grade 6, TE p. 27. Last sentence, paragraph 2. Delete the sentence “Tell students that they may change their minds about their forms and remold their coils.” Replace with new sentence: “Discuss the work. Tell students to change, edit, or revise their works of art, articulating reasons for the change.”

4. Grade 6, TE pp. 272-273. Note to publisher’s printer: Whole pages are reversed in TE (not just page #’s).

5. Grade 7, TE p. 288, first paragraph, last word: Change the word “facade” to correct French spelling “façade.”

6. Grade 8,TE/SE Add to Glossary: “Maquette – A small preliminary model (as of a sculpture or a building).

7. Grade 6, TE p. 27 reads “Assessment - See page 18 from Unit-by-Unit Resources for a rubric to assess this studio.” Should be “page 20.” Check all Assessment references to Unit-by Unit Resources for correct page number.

8. Grade 7, TE p. 217, #3 CLOSE…and architecture of earlier cultures helped the Romans with their _____” The sentence is incomplete. Complete sentence.

9. Grade 8, TE p. 250B. “Lesson 8, p. 280 should be p. 284. Change “280” to “284.”

10. Grade 8, TE p. 255.Begin the paragraph with the following sentence under the subtitle 2 Create–“Students will work collaboratively with a community artist.”

11. Grade 8, in the book “Recycled and Re-seen” p. 36. Under the category “Steps” #1. Delete the sentence “Direct the students to construct a vehicle that moves using the materials that are available.” Insert the following sentence: “Direct students to construct a maquette of a vehicle that moves using the materials that are available.”

12. Grade 8, in the book “Recyced and Re-seen” p. 57. In the section “Key Vocabulary” insert the definition for Maquette from the VPA Framework, p. 253. “maquette–A small preliminary model (as of a sculpture or a building).

13. Grade 8, TE/SE p. 41. Artwork on p. 40 is NOT Vija Celmins. Delete the following under value and mood first paragraph: “on page 40”. Sentence should read “Latvian artist Vija Celmins (1939-) used the blending technique in her artwork to show value in ocean waves.”

14. Grade 8, SE/TE p. 56. Second bullet point in TE, remove word “stippling” and replace with word “pointillism.”

15. Grade 8, SE/TE p. 58, Quiz Section, #10. Delete words “brightness or dullness” and replace with words “purity of color.”

16. Grade 8, SE/TE p. 82. Add a pronunciation guide for “oenochoe,”

17. Grade 8, SE p. 112. Add a pronunciation guide for “intaglio.”

18. Grade 7, SE/TE p. 48. Delete last sentence “Brown is also considered a neutral color by many artists.”

19. Grade 7, SE p. 50, Value in Color Schemes. Change “Another property of color is intensity, or a hue’s brightness or dullness” to “Another property of color is intensity, which refers to its purity, measured by brightness of dullness.”

20. Grade 7, SE/TE p. 128. Add pronunciation guide for “bas-relief” and “papier-mache.”

21. Grade 8, SE/TE p.130. Add pronunciation guide for “bas-relief.”

22. Grade 8, SE/TE p. 164. Under ESL Notes, add pronunciation guide for words: genre, fauve, papier-mache, trompe l’oeil.

23. Grade 8, SE/TE p. 324. Delete definition for “abstract” and insert the definition from the VPA Framework, as follows: “Abstract–Refers to artwork in which the subject matter is stated in a brief, simplified manner. Little or no attempt is made to represent images realistically, and objects are often simplified or distorted.”

24. Grade 8, SE/TE p. 324. Delete definition for “aerial perspective” and insert definition from the VPA Framework, as follows: “Aerial perspective–aerial or atmospheric perspective is achieved by using bluer, lighter, and duller hues for distant objectives in a two-dimensional work of art.”

25. Grade 8, SE/TE p. 325. Delete definition for “atmospheric perspective” and insert “atmospheric perspective–aerial or atmospheric perspective is achieved by using bluer, lighter, and duller hues for distant objectives in a two-dimensional work of art.”

26. Grade 8, SE/TE p. 330. Delete definition for “Intensity” and replace with definition from the VPA Framework, p. 330, as follows: “The brightness or dullness of a hue. A hue mixed with its complement is less intense than the pure color.”

27. Grade 8, SE/Te p. 328. In the “Elements of Art” Definition, delete the words “and symbols” from the definition.

28. Grade 8, SE/TE p. 32. Atmospheric perspective has incorrect definition. Delete sentence “Objects that are…” through the end of the paragraph. Add: “Objects that are close appear warmer while distant objects appear cooler in hue.”

29. Grade 8, TE p. 42. Under “Meeting Individual Needs.” In bullet number two, change: “such as on geometric shapes” to “such as squares, rectangles, pentagons, and triangles.”

30. Grade 8, TE p. 42. In bullet number three, change “such as on organic or rounded shapes” to “such as on organic or rounded forms.”

31. Grade 8, SE/TE p. 46. Warm and Cool Colors. Delete sentence: “For example, they might use cool colors in shadow and warm colors in light.” Substitute the following sentence: “Warm colors appear closer while cool colors appear farther away.”

32. Grade 8, SE/TE p. 48. Under Color Schemes, delete sentence: “Some artists also consider shades of brown to be neutral colors.”

33. Grade 8, SE/TE p. 50. Under Complementary Colors, delete sentence: “The intensity of a hue refers to its brightness of dullness.” Replace with “The intensity of a hue refers to its purity, measured by brightness or dullness.”

34. Grade 8, SE/TE p. 94. Under Variety in Textiles, delete sentence: “The artist’s use of a limited palette in this textile helps provide unity.” Change to: “The artist’s use of limited colors in this textile helps provide unity.”

35. Grade 6, SE/TE p.45, Curriculum Connections. Substitute “variations” for “shades.”

36. Grade 6, SE/TE p. 60. Delete negative space definition. Add for Vocabulary #10 “The un-named spaces surrounding named objects.”

37. Under “Techniques for shading”, add to the third sentence “through the creation of values” so that the sentence reads “These techniques help show light and shadow through the creation of values.”

38. Grade 6, SE/TE p. 113. Insert the word “can” after the words “Nonobjective painters…” and before the word “…express…” so that the sentence now begins “Nonobjective painters can express….”

39. Grade 6, SE/TE p. 124, Definition. Insert “sometimes” so that the sentence reads: “Textiles and other fiber artworks, such as embroidery and crochet, are a type of art sometimes called crafts.”

40. Grade 6, SE/TE p. 130. Definition of craft. Insert the definition of the word “craft” from the Glossary after the second question ending “witch…craft?”

41. Grade 6, SE/TE p. 198. Definition of abstract is NOT correct. Should be aligned throughout the book. It should read: “Abstract art focuses on mood, impressions, and formal design.”

42. Grade 6, SE/TE p. 343, Definition of atmospheric perspective incorrect and incomplete. Substitute VPA Framework definition for “atmospheric perspective.”

43. Grade 7, SE/TE p. 33. Atmospheric perspective. Insert definition of atmospheric perspective after first sentence from VPA Framework. Delete from “in atmospheric perspective” through end of paragraph.

44. Grade 7, SE/TE. P. 41. Delete first sentence “A gradual change from light to dark values is called shading.” Highlight word “shading” in second sentence.

45. Grade 7, SE/TE p. 46. Change sentence under first bullet to read “the bright, warm colors and values of red, yellow, and orange seem to come forward.” (Delete “seem to project.”)

Publisher: **SRA/McGraw-Hill**

Title of Program: ***Art Connections***

Grade Level(s): **K-6**

Program Components

SRA/McGraw-Hill's Art Connections includes a Student Edition (SE), Teacher Edition (TE), Overhead Transparency (OT), Artist Profiles (AP.), Large Prints (LP.), California Reading and Writing Practice (R&WP.), Assessment (AS), Home and After School Connections (HASC), Teacher Resource Book (TRB), Literature and Art DVD (DVD), and ArtSource VHS & DVD Package (AS), Professional Development Guide (PDG), Art Connections (AC), E Presentation (E), Flash Cards (FC)

Recommendation

The program is recommended for adoption because it aligns with the content standards and meets the evaluation criteria. Edits and corrections required as a condition for adoption are listed under the "Edits and Corrections" section of the report below.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all of the criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year, and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the standards-based curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption.

1. Grade 1, SE, p. 217, Tech. Tip #2 Wash with soap. Improper cleaning of brush. A better image would be more like SE, p. 219 "Dip the Brush in Paint" image.

2. Grade 6, TE, p. 131. Replace portrait of James Vibert by F. Hodler with a self-portrait of F. Hodler in the “Artist Profiles” section. [As done in all other like instances.]

3. Grade 6, TE p.167. Remove reference to National Standards under Art Journal.

4. Grade 3, TE p. 263 Using neutral colors (Standard 2.2) not mentioned in Grade 3 Index or Glossary. Add: “Neutral colors [noun] Uses Black, white, and a variety of grays.” Write in Grade 3 Glossary. Also, add to the Index.

5. Grade 3, SE/TE p. 98. Add to value paragraph: “**Neutral colors** are black, white and greys.” Neutral colors in bold and highlighted.

6. Grade 3, TE, p, 122, remove National Art Standards (blue type).

7. Grade 6, SE p. 48. The art history and culture section on p. 48 asks students to compare the dates of the two works of art, but there are no dates listed in the captions. Delete the question referring to dates.

8. Grade 3, TE/SE p, 43A. Delete “oil pastels or crayons from “Materials” section under “Alternate Activity.” Delete “and use oil pastels or crayons” from “Teach” section in the sentence: “Have students follow the directions <u>and use oil pastels or crayons</u> to create a landscape with a variety of lines.” Replace with “Have students follow the directions to create a landscape with a variety of lines.”

9. Grade 3, TE p. 46. Differentiate Instruction: Special needs: Change sentence to read: “Students with visual or motor impairments may benefit from having their paper stabilized <u>with</u> tape as they create their painting.” (Sentence now reads “<u>by</u>”.)

10. Grade 3, TE p. 66. Art History and Culture: Peru. Change 1st sentence in 2nd paragraph to read: “Sleveless shirt is iconographic, which means that pictures of symbols represent a real-life object.” (delete “an” before “iconographic, as in text.)

11. Grade 3, TE p. 173, 4th sentence. Art History and Culture: Fred Kabotie. Add an apostrophe to “school’s superintendent.” Now reads “schools superintendent.)

12. Grade 3, SE/TE p. 110. Using Cool Colors. Add this sentence to the end of the paragraph. “Cool colors recede into the background and appear farther away.”

13. Grade 3, SE/TE p. 114. Using Warm Colors. Add this sentence to the end of the passage: “Warm colors appear closer to the viewer.”

14. Grade 3, SE/TE p. 118. Using Color Contrast. Add this sentence to the end of the passage: “Artists use warm colors to make things appear close and cool colors to make things appear far away.”

15. Grade 3, TE p. 108. Art History & Culture: Wayne Thiebaud, second paragraph. Change the following: “Lighted City is a gouache and charcoal on paper. A gouache is a method of painting using watercolors.” Change to: “Lighted City is a gouache and charcoal on paper. Gouache is an opaque water-based paint.”

16. Grade 3, TE p. 143. Art History & Culture: Richard Estes. Last sentence reads: “Most of his work from the early 1960s are scenes of New Yorkers…” Change sentence to: “Most of his works from the early 1960s are scenes of New York…”

17. Grade 3, SE/TE p. 265. Glossary: Warm Colors. Last sentence reads: “These colors often are the first to attract the viewer’s attention.” Change sentence to read: “These colors often are the first to attract the viewer’s attention, and they appear closer to the viewer.”

18. Grade 6, SE/TE p. 149B, TE p. T34 and throughout the texts. Edit spelling of collograph to “collagraph.”

19. Grade 6, SE/TE p. 54. Definition of color is incorrect. Should read “Color: warm colored objects appear closer while cool colored objects appear farther away.”

20. Grade 6, TE p. 142. Art History and Culture. Sentence #2 “In 1973 Susan Rothenberg’s intuitive approach to painting led her to spontaneously…” (The word “her” is missing.

21. Grade 6, TE 149b. Change definition of printing plate from “a plate” to “a flat surface.”

22. All Grades: K-6. Delete the correlation chart which appears in the back of SE/TE, retaining only the listing of the standards themselves.

23. Grades K-6, TE. Delete referenced standards throughout the Teacher’s Editions.

24. Grade 2, SE/TE p. 84. Insert in “Practice Paragraph” after the sentence that ends with the word “depth.” “Objects that are bigger and at the bottom of the page appear closer. Objects that are smaller and at the top of the page appear farther away.”

25. Grade 3, SE/TE p. 141. Under Creative Expression – Step 3. To the sentence: “Add color.” Add the words: “creating value changes.” So that the sentence reads: “Add color,creating value changes.”

26. Grade 6, TE p. 55. In the section “Art Across the Curriculum – Technology.” In the sentence “Using the line tool and the paintbrush tool in a paint or drawing program, have students create a one-point linear perspective of a road.” Add: the words “or two” and, delete the words “of a road.” The new sentence reads: “Using the line tool and the paintbrush tool in a paint or drawing program, have students create a one or two-point linear perspective.”

27. Grade 6, SE/TE p. 263. To the Glossary on page 263, add the following term and definition: “Two-point perspective–A system used to create the illusion of depth on a flat surface where converging lines meet at two vanishing points on the horizon line.”

28. Grade 6, SE/TE p. 54. To the definition for “converging lines” delete the words “or move toward the same point” and insert the words “at one or two vanishing points on the horizon line.”

29. Grade 6, TE p. 55A. Under the section “For the Art Specialist,” delete the words “Large Print 74 The Wedding Banquet” and “the artist used one point” and insert the following words so the sentence reads: “Have students look closely at the artwork on pages 150, 172 and 173 and point out where they see two-point perspective.”

30. Grade 6, TE p. 55A. Under the section “For the Art Specialist.” In the sentence “Have students sketch a simple room using one point perspective.” Insert the words “one or two-point perspective.” So, the sentence reads: “Have students sketch a simple room using one or two-point perspective.”

31. Grade 6, TE p. 55A. In the Alternate Activity, #1, insert the words “one or two” and delete the word “linear.” So, the sentence reads: “Challenge students to design the interior of an art gallery using one or two point perspective.”

Publisher: **SRA/McGraw-Hill**

Title of Program: ***Theatre Arts Connections***

Grade Level(s): **K-6**

Program Components

SRA/McGraw-Hill's Theatre Arts Connections includes a Student Edition (SE), Teacher Edition (TE), and an ArtSource VHS & DVD Package (AS).

Recommendation

The program is recommended for adoption because it aligns with the content standards and meets the evaluation criteria. Edits and corrections required as a condition for adoption are listed under the "Edits and Corrections" section of the report below.

Visual and Performing Arts Content/Alignment with Standards

The program is aligned to the Visual and Performing Arts Content Standards and meets all of the criteria statements in criteria category 1.

Program Organization

The program is organized to structure sequentially what students should learn each year, and allows teachers to convey the content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

This program provides access to the curriculum to all students, including students with diverse learning styles and abilities.

Instructional Planning and Support

The program provides support for teachers in implementing the instructional program.

Edits and Corrections

The following edits and corrections are required for adoption.

1. Delete all references to the National Standards in TE page 10 and page T2 at all grade levels, and throughout the entire program.

2. In level K, SE page 21, line 1, change, "you favorite season," to "your favorite season".

3. In level 4, TE page 72, History and Culture, line 2, change, "television had not yet been invented," to "television was not yet generally available".

4. In level 4, SE page 56, line 3, change “the Ishi” to “the Yahi”.

5. Across all grade levels, TE page T18, last sentence of the first paragraph should end, “the clothing and accessories worn by actors in a staged performance.”

6. Across all grade levels, all Art Source Performing Arts Resource Guides [AS], change the headings from “Before Viewing the Video” and “After Viewing the Video” to “Before the Performance” and “After the Performance”.

7. AS Level K, About the Work, pg. 12:
   - Change second sentence to read, “One song will be presented”.
   - Change third sentence to read, “The song, “Toraji Taryong”…”
   - Delete all sentences following the third sentence.

8. AS Level 2, About the Work, pg. 14:
   - Change second sentence to read, “One song will be presented.”
   - Delete third sentence beginning with the words: “The first…
   - Change fourth sentence to read, “The folk song” (delete the word “second”).
   - Change sixth sentence to read, “This song reflects the spirit of the people.”

Appendix A

Criteria for Evaluating Instructional Materials:

Kindergarten Through Grade Eight

This chapter provides criteria for evaluating the alignment of instructional materials with the *Visual and Performing Arts Content Standards for California Public Schools.*[1] The content standards, which were adopted by the California State Board of Education in January 2001, describe what students should know and be able to do at each grade level. This updated *Visual and Performing Arts Framework* was adopted by the State Board of Education in January 2004. It incorporates the standards and instructional guidelines that together define the essential skills and knowledge in visual and performing arts that will enable all California students to enjoy a world-class education.

The instructional materials must provide guidance for the teacher to present the content standards and curriculum and teach the skills required at each grade level. These skills are to be learned through, and applied to, the content standards. Special attention should also be paid to the appendixes in the framework, which address important arts issues.

The following criteria will guide the development and govern the adoption cycle of instructional materials for kindergarten through grade eight beginning in 2006. They do not, however, require or recommend a particular pedagogical approach.

The five categories of the criteria are listed as follows:

1. **Visual and Performing Arts Content/Alignment with Standards:** The content specified in the *Visual and Performing Arts Content Standards for California Public Schools* (see Chapter 3)

2. **Program Organization:** The sequence and organization of the visual and performing arts program

3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do

4. **Universal Access:** The information and ideas that address the needs of every student, including those with diverse learning styles and abilities

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1 *Visual and Performing Arts Content Standards for California Public Schools: Prekindergarten Through Grade Twelve.* Sacramento: California Department of Education, 2001.

5. **Instructional Planning and Support:** The information and materials, typically including a separate edition specifically designed for use by teachers, to assist teachers in implementing visual and performing arts programs

Because instructional materials in the visual and performing arts must support teaching aligned with the content standards, those failing to meet the criteria in category 1 will be considered unsatisfactory for adoption. Categories 2 through 5 must be considered as a whole, each set of materials being judged as a group. And the materials must also satisfy the requirements of categories 2 through 5 to be considered suitable for adoption.

Instructional materials should center on developing fully the content described in the standards. For efficient presentation extraneous content must be insignificant and not contrary to the standards. It must also not detract from the ability of teachers to teach readily and students to learn thoroughly the content specified in the standards.

Category 1: Visual and Performing Arts Content/Alignment with Standards

Instructional materials must support the teaching and learning of the content and skills required by a discipline at a grade level described in the standards. The numerical order of the criteria within each category does not imply the relative importance of the criteria.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. A full program that includes all the standards in one or more disciplines at one or more grade levels (There should be no reference to national standards or benchmarks or to any standards other than those contained in the *Visual and Performing Arts Content Standards for California Public Schools.*)

2. A list of evidence, with page numbers or other appropriate references, that demonstrates alignment with the standards (as detailed, discussed, and prioritized in Chapter 3 of the framework)

3. Topics or concepts, lessons, activities, examples, or illustrations, as appropriate, to support the content standards explicitly stated for the grade level(s) in the designated discipline(s) submitted

4. Accurate content, with examples based on current and confirmed research to support the teaching of the visual and performing arts

5. Opportunities for students to increase their knowledge of the visual and performing arts through their study of the historical development of artistic

concepts and the lives, contributions, and innovations of certain artists, with all activities centered on the students understanding the standards

6. Opportunities for students to study the connections between the visual and performing arts disciplines to support an understanding of the designated content standards for dance, music, theatre, and the visual arts at various grade levels

7. Content presented in interesting and engaging ways to students

8. Terms and academic vocabulary appropriately used and accurately defined

9. Clear procedures and explanations of underlying concepts, principles, and theories integral to and supportive of the teaching and learning of art forms so that performance skills are learned in the context of specific content standards

10. Guidelines for formal and informal presentations of student work and other artwork focused on demonstrating the artistic elements and principles in the content area, thereby aiding meaningful learning

11. Examples for student work using readily available materials

12. Recommendations for reading and writing about the arts that are aligned with the appropriate grade-level English–language arts standards

13. Graphics (pictures, maps, charts) that are accurate, are well annotated or labeled, and enhance students' focus and understanding of the content

In addition, providers of instructional materials in the visual and performing arts are encouraged to:

- Reinforce, when appropriate, the grade-level-designated content standards for mathematics, science, history–social science, or English–language arts to explain relationships and solve problems

- Identify the key standards for each arts discipline when addressed

- Examine the contributions of the arts to the larger culture and their effects on society

- Discuss the contributions of contemporary media artwork, processes, and concepts and their effects on the arts disciplines

- Make use of electronic resources that add richness and depth of understanding to the standards being taught

Category 2: Program Organization

The organization of the visual and performing arts program structures sequentially what students should learn each year and allows teachers to convey the content efficiently and effectively, thereby providing students with opportunities to achieve the knowledge and skills described in the standards. The content also reflects the variety of instructional models, staffing, and facilities at a given school site.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. Introduction of new concepts at a reasonable pace and with depth of coverage, with the explicit aim of preparing students to master content at each grade level so that they can advance to the next level

2. A variety of experiences, problems, applications, and independent practices that organize the appropriate grade-level content in a logical, systematic way so that prerequisite skills and knowledge can be developed before the introduction of the more complex concepts, principles, and theories that depend on them

3. A well-organized structure providing students with opportunities to understand artistic concepts, principles, and theories and building on a foundation of facts, skills, and inquiry

4. A logical, coherent, and sequential organizational structure that facilitates efficient and effective teaching and learning in a lesson, unit, and year aligned with the standards

5. Clearly stated student outcomes and goals that are measurable and are based on the content standards

6. An overview of the content in each chapter or unit that outlines the visual and performing arts concepts and skills to be developed

7. Guidelines for a safe environment or facility appropriate to the level of physical performance and training difficulty called for in the arts curriculum

8. Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program

In addition, providers of instructional materials in the visual and performing arts are encouraged to include:

- Guidelines for the implementation of the instructional content within disciplines that reflect general or specialized facilities, various staff expertise, or a range of school resources
- A standards-based curriculum that includes contemporary media technologies or uniquely organized resources that support universal access to information and enhance teaching and learning in the arts
- Delivery of instructional program or units through alternative formats or methods, including but not limited to videos, interactive media, CD-ROMs, DVDs, and online resources, to facilitate ease of duplication and distribution or provide support for universal access

Category 3: Assessment

Instructional materials should contain multiple measures to assess what students know and can do in the visual and performing arts. The measures should reveal students' knowledge of the concepts, principles, theories, and skills related to those arts and students' ability to apply that knowledge to understanding advanced versions of those concepts, principles, and theories. Assessment tools that are part of the instructional material should provide evidence of students' progress in meeting the content standards and useful information for planning and modifying instruction to help all students meet or exceed those standards.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. Strategies and tools reflecting the assessment guidelines presented in Chapter 5 (entry-level assessment, progress monitoring, summative evaluation)

2. Multiple measures of individual student progress at regular intervals to evaluate grade-level mastery of the standards

3. Guiding questions to monitor student understanding of the arts

In addition, providers of instructional materials in the visual and performing arts are encouraged to include:

- Suggestions for methods by which a student's work can be compared over time (e.g., portfolios, presentations, performances, journals, CDs)
- Electronic tools providing data for diagnostic purposes and user-friendly features, such as help windows, navigation bars, and font and color conformity across platforms, that are easy to install

Category 4: Universal Access

Instructional materials should provide access to the standards-based curriculum for all students, including those with diverse learning styles and abilities. In addition, programs must conform to the policies of the State Board of Education and other applicable state and federal guidelines pertaining to diverse populations and special education.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. Suggestions for adapting curriculum and instruction to meet students' diverse learning styles and abilities according to current and confirmed research

2. Strategies to help students who are below grade level in the visual and performing arts standards

3. Strategies to help students reading below grade level understand the visual and performing arts content

4. Suggestions that allow advanced learners to study standards-based content in greater depth

In addition, providers of instructional materials in the visual and performing arts are encouraged to include:

- Lesson materials optimizing clear presentation and focus on students

- Electronic tools aligned with industry standards for universal access (including text and audio enhancement) and multiple levels of difficulty that can be adjusted by the teacher or student

Category 5: Instructional Planning and Support

Teacher-support materials built into the instructional materials should specify suggestions and illustrative examples of how teachers can implement a standards-based visual and performing arts program. That assistance should be designed to help the teacher implement the program to ensure that all students have opportunities to learn the essential knowledge and skills called for by the standards. Because the criteria do not recommend or require a particular pedagogical approach, the materials should contain recommendations to teachers regarding those approaches that best fit instructional goals. Accordingly, the materials should offer a variety of instructional approaches that might include but are not limited to direct instruction, reading, writing, demonstrations, creation of artwork, and Internet use and inquiry.

To be considered suitable for adoption, instructional materials in the visual and performing arts must provide:

1. Explicit, systematic, and accurate procedures and prompts; explanations of background, concepts, and principles; and theories understandable to specialists, credentialed arts teachers, and general classroom teachers

2. Strategies to identify and correct common student misconceptions of the visual and performing arts concepts

3. A variety of effective teaching strategies for flexible implementation

4. Lesson plans that reflect properly sequenced instruction with appropriate procedures understandable to specialists, credentialed arts teachers, and general classroom teachers

5. A number of possible strategies for pacing lessons

6. Suggestions for applying student assessment data to instructional planning within the program

7. Resources reflecting strategies found successful in engaging all students in full participation, varied thinking, and meaning-centered tasks

8. A list of suggested equipment, supplies, and facilities supporting implementation of a standards-based program

9. Guidelines to ensure classroom safety and effective use and care of required equipment, materials, and supplies called for by the program during instruction and demonstrations

10. Suggestions for organizing and storing resources in the classroom

11. Economical equipment and supplies together with recommendations for their use (included with the materials) or recommendations for using readily available alternative materials and equipment

12. The program packaged for sale containing all components, including reproducible masters, needed for helping students meet the state requirements

13. A plan for professional development and continuing technical support for users of the materials in implementing the program

14. Technical support and suggestions for the appropriate use of instruments, tools, and equipment as well as audiovisual, multimedia, and information technology resources associated with the program

In addition, providers of instructional materials in the visual and performing arts are encouraged to include:

- Suggestions for using community resources to support the program
- References and resources providing teachers with further information on the visual and performing arts content
- Suggestions to students for exploring the content in the standards at great depth
- Support materials that reinforce, model, and demonstrate effective teaching strategies for teacher use (e.g., video of demonstration lessons, simulations, online resources)
- Homework assignments and periodic letters to the home encouraging student learning and presented so that parents or guardians can easily support their child's academic success.
- Suggestions for informing parents or guardians and the community about the visual and performing arts program
- Electronic tools, including lesson-plan builders, teacher presentations, and technical and implementation support
- Electronic resources promoting interaction of teachers and students and critical thinking, such as presentations with designated points for discussion, interactive simulations, role playing, and multiuse systems

Alternative Delivery Systems

New media and electronic technology are shaping artistic expression by introducing new systems, materials, and processes. More than simply replicating text-based materials in an electronic format, use of the new media involves expressing ideas and creating artwork in unique ways that are not possible without the use of technology. For example, it allows for the replication and changing of images, and the use of those images becomes a new medium of expression. This new and evolving area within the arts serves as a vehicle for creating and communicating aesthetic ideas, enhancing access to artistic media and information, and extending opportunities for instruction, critiques, reflections, and assessments. New media and electronic technology are

changing arts education by encouraging teachers and students to employ these new modes of expression and materials in creating artwork.

To be considered suitable for adoption, instructional materials incorporating new media and electronic technology must provide:

1. A standards-based curriculum that includes contemporary media technologies or uniquely organized resources supporting universal access to information and enhancing teaching and learning in the arts

2. Delivery of an instructional program or units through alternative formats or methods, including but not limited to videos, interactive media, CD-ROMs, DVDs, and online resources

3. Technical support and suggestions for the appropriate use of the instruments, tools, and equipment as well as the audiovisual, multimedia, and information technology resources associated with the program

4. Electronic resources promoting interaction of teachers and students and critical thinking, such as presentations featuring role playing or multiuse systems

5. Electronic resources that are cross-platform (e.g., using both Windows and Macintosh operating systems) and use available media systems

Appendix B

Learning Resource Display Centers

Locations for reviewing both submitted and adopted instructional materials and resources for grades K-8.

Peg Gardner, LRDC #1 Humboldt County Office of Education 901 Myrtle Avenue Eureka, CA 95501 707-445-7077	Elainea Scott, Steve Woods, LRDC #12 Tulare County Office of Education Educational Resource Services 7000 Doe Avenue, Suite A Visalia, CA 93291 559-651-3077
Bob Benoit, LRDC #2 Butte County Office of Education Instructional Resources Center 5 County Center Drive Oroville, CA 95965 530-532-5814	Anne Santer, LRDC #13 Kern County Superintendent of School Office The Learning Center 2020 K Street Bakersfield, CA 93301 661-636-4640
Jennifer Duckhorn , LRDC #3 Sonoma County Office of Education Instructional Resource Center 5340 Skylane Boulevard Santa Rosa, CA 95403 707-524-2837	Note: LRDC #14 is now LRDC #A4 (see below)
Ben Anderson , LRDC #4 Sacramento County Office of Education Instructional Technology and Learning Resources 10474 Mather Boulevard Mather, CA 95655 916-228-2351	Lorna Lueck, LRDC #15 University of California Davidson Library, Curriculum Lab Santa Barbara, CA 93106-9010 805-893-3060
Rovina Salinas, LRDC #5 Contra Costa County Office of Education Curriculum & Instruction Department 77 Santa Barbara Road Pleasant Hill, CA 94523 925-942-5332	Patti Johnson, LRDC #16 Ventura County Superintendent of Schools Office Educational Services Center 570 Airport Way Camarillo, CA 93010 805-388-4407
Hector Garcia , LRDC #6 Alameda County Office of Education Educational Services 313 West Winton Avenue Hayward, CA 94544 510-670-4235	Cindy Munz, LRDC #17 San Bernardino County Superintendent of Schools Curriculum and Instruction 4549 Hallmark Parkway San Bernardino, CA 92407-1834 909-386-2666

Learning Resource Display Centers (cont.)

Locations for reviewing both submitted and adopted instructional materials and resources for grades K-8.

Rita Yee, LRDC #7 College of Education San Francisco State University Cahill Learning Resources and Media Lab 1600 Holloway Avenue, Burk Hall 319 San Francisco, CA 94132 415-338-3423	Sharon McNeil, LRDC #18 Los Angeles County Office of Education Library Services 12757 Bellflower Boulevard Downey, CA 90242 562-922-6359
V. Ruth Smith, LRDC #8 Stanislaus County Office of Education Technology Learning Resources 1100 H Street Modesto, CA 95354 209-525-4988	Esther Sinofsky, LRDC #19 Los Angeles Unified School District Textbook Services 1545 Wilshire Boulevard, Suite 200 Los Angeles, CA 90017 213-207-2280
Diane Perry , LRDC #9 Santa Clara County Office of Education Library Services 1290 Ridder Park Drive San Jose, CA 95131 408-453-6800	Sandra Lapham, LRDC #20 Orange County Department of Education 1715 East Wilshire Avenue, Suite 713 Santa Ana, CA 92705 714-541-1052
John Magneson, LRDC #10 Merced County Office of Education Instructional Services 632 West 13th Street Merced, CA 95340 209-381-6632	Ann Frenkel , LRDC #21 University of California, Riverside Rivera Library P.O. Box 5900 Riverside, CA 92517-5900 951-827-3715 or 4394
Janie Rocheford, LRDC #11 Fresno County Office of Education School Library and Media Services 1111 Van Ness Fresno, CA 93721 559-265-3094	Barbara Takashima, LRDC #22 San Diego County Office of Education 6401 Linda Vista Road, Room 201 San Diego, CA 92111 858-292-3557

Learning Resource Display Centers (cont.)

The following LRDCs display adopted instructional materials and resources for grades K-8 only; they do not display submitted materials and resources.

Karol Thomas, LRDC #A1 San Mateo County Office of Education 101 Twin Dolphin Drive Redwood City, CA 94065-1064 650-802-5651	Collette Childers, LRDC #A5 California State University Fullerton Pollak Library, Curriculum Materials Center 800 North State College Boulevard Fullerton, CA 92834 714-278-2151 or Reference Desk at 714-278-3743
Susan Kendall, LRDC #A2 San Jose State University King Library One Washington Square San Jose, CA 95192-0028 408-924-2823 or 3730	Harry Powell, LRDC #A6 Instructional Resources and Technology Department Monterey County Office of Education 901 Blanco Circle/P.O. Box 80851 Salinas, CA 93912-0851 831-784-4161
Rosalind Van Auker, LRDC #A3 California State University Sacramento Library, Reference Department 2000 State University Drive East Sacramento, CA 95819-6039 916-278-5673	John Roina , LRDC #A7 Yolo County Office of Education Learning Resources Display Center 1280 Santa Anita Court, Suite 100 Woodland, CA 95776 530-668-3757
Dr. Jose Montelongo, LRDC #A4 California Polytechnic State University Kennedy Library Information and Instructional Services 1 Grand Avenue San Luis Obispo, CA 93407 805-756-7492	

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: October 31, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 39

SUBJECT: 2006 Visual and Performing Arts Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations

PUBLIC COMMENT AND REVIEW

Instructional materials submitted for the 2006 Visual and Performing Arts Primary Adoption were displayed for public review and comment beginning April 20, 2006, at 21 Learning Resource Display Centers (LRDCs) throughout the state. One additional public comment was received between the time the November State Board of Education agenda item was submitted and the date of this memorandum and is included as Attachment 4.

ATTACHMENTS

Attachment 4: 2006 Visual and Performing Arts Primary Adoption Public Comment (1 Page) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE office.)

ITEM # 40

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
2006 Science Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations, New "Planet" Definition	☒ Action ☒ Information ☒ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE):

1. Hold a public hearing, review, and take action on the recommendations of the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) for the 2006 Science Primary Adoption for instructional materials in kindergarten through grade eight (K–8); and

2. Require publishers of adopted science programs to modify their instructional materials to address the new definition of the term "planet", using the minimum edits required to provide scientific accuracy.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Recommendation 1–Curriculum Commission Recommendations

- **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 and March 9, 2006:** The SBE approved appointment of Instructional Materials Advisory Panel (IMAP) members and Content Review Panel (CRP) experts to review K–8 instructional materials for the 2006 Science Primary Adoption.

Recommendation 2–New "Planet" Definition

- No previous SBE action

SUMMARY OF KEY ISSUES

Recommendation 1–Curriculum Commission Recommendations

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 science took place in 2000.

- *EC* Section 60200(e) specifies that the SBE may adopt fewer than five programs per grade level if either of the following occurs:

    - Fewer than five basic instructional programs are submitted.

    - The SBE specifically finds that fewer than five programs meet the criteria for adoption or the SBE-adopted curriculum framework and conducts a review of the degree to which the criteria and procedures used to evaluate the submitted materials were consistent with the SBE-adopted curriculum framework.

  This *EC* section is met in this adoption because five programs, or more, are recommended for adoption in K–8; specifically, five programs are recommended for adoption in kindergarten through grade five, ten programs are recommended for grade six, five programs are recommended for grade seven, and six programs are recommended for grade eight.

Adoption Process and Timeline

- **Publishers Meeting:** On January 10, 2006, the CDE conducted a Publishers Invitation to Submit Meeting which outlined the *EC* and regulatory requirements for participation in the adoption process.

- **Training:** March 27-30, 2006, the SBE-appointed CRP/IMAP reviewers were trained to evaluate the submitted programs for alignment with the *Science Content Standards*, the *Science Framework*, the *Criteria for Evaluating Instructional Materials in Science*, and for legal and social compliance (LSC).

- **LSC Review:** CRP and IMAP members received training in the LSC process during the March training and integrated their LSC review into their content review. In addition, the CDE contracted with several county offices of education to review materials for LSC. On June 21, 2006, two members of the Curriculum

SUMMARY OF KEY ISSUES (Cont.)

Commission met to review all submitted citations for concurrence and to avoid duplication. As a result of that meeting, 15 citations for LSC were forwarded to publishers. All of the publishers elected to revise their materials to comply with the LSC standards cited.

- **Deliberations:** During deliberations that were held July 10-13, 2006, 21 CRP and 43 IMAP members evaluated 12 programs submitted for the 2006 Science Primary Adoption. After reaching consensus on their recommendations, the reviewers developed a *Report of Findings* for each program. These reports were forwarded to the Curriculum Commission for action at the September 28-29, 2006, meeting.

- **Curriculum Commission Meeting:** At its meeting on September 28-29, 2006, the Curriculum Commission reviewed the CRP/IMAP *Report of Findings,* conducted two public hearings, and took action to forward recommendations to the SBE on the 12 programs submitted for adoption (see Attachment 1).

- **Public Comment:** Public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings on September 28 and 29, 2006. The majority of public comment focused on: (1) various LSC issues; (2) the quality of the videos used in several programs; (3) health and safety issues; (4) biased references to agriculture and cattle; (5) the incorrect use of scientific terminology; (6) accurate information concerning natural resource management; (7) a letter from the California Science Teachers Association (CSTA) in support of the recommendations made by the IMAPs and CRPs; and (8) TPS Publishing's response to the IMAP/CRP *Report of Findings* for their program.

  All public comments received by the Curriculum Commission have been forwarded with this item as Attachment 3. Any public comments received after this item has been submitted will be included in a last minute memorandum.

- **Edits and Corrections:** Meetings will be held with publishers for minor edits and corrections on November 15-16, 2006. Final print resources reflecting LSC revisions and edits and corrections must be submitted to the CDE by early 2007 (date to be announced).

Recommendation 2–New "Planet" Definition

Scientists at a meeting of the International Astronomical Union (IAU) in Prague, Czech Republic, voted to approve a new definition of the term "planet" that recognizes only eight planets. The IAU is responsible for naming solar system objects like planets and their moons, so its definition of a planet is the official one.

The IAU members gathered at the 2006 General Assembly on August 24, 2006, passed resolution 5A which states that a "planet" is defined as a celestial body that (a) is in orbit around the Sun, (b) has sufficient mass for its self-gravity to overcome rigid body forces

SUMMARY OF KEY ISSUES (Cont.)

so that it assumes a hydrostatic equilibrium (nearly round) shape, and (c) has cleared the neighborhood around its orbit. This means that the Solar System consists of eight "planets"—Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

The members also passed resolution 6A creating a new distinct class of objects called "dwarf planets". It was agreed that "planets" and "dwarf planets" are two distinct classes of objects. The first members of the "dwarf planet" category are Ceres, Pluto, and Eris.

In order to provide the most current information in the instructional materials submitted for the 2006 Science Primary Adoption for K-8, the CDE is recommending that the SBE require publishers of adopted science programs to modify their instructional materials to address the new definition of the term "planet" as defined in IAU Resolutions 5A: Definition of "planet" and 6A: Definition of Pluto-class objects, using the minimum edits required to provide scientific accuracy. The verification of publisher edits to address the new definition will be incorporated into the Edits and Corrections Review already established as part of the adoption process.

FISCAL ANALYSIS (AS APPROPRIATE)

Recommendation 1–Curriculum Commission Recommendations

The Instructional Materials Funding Realignment Program (IMFRP), *EC* sections 60420-60424, requires that local educational agencies (LEAs) provide each student in K-8 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 2008. IMFRP funding for 2006-07 totals $402,969,000 or approximately $55 per student.

Recommendation 2–New "Planet" Definition

There will be minimal staff costs to include a review of the revised instructional materials to reflect IAU Resolutions 5A and 6A. The review will be incorporated into the Edits and Corrections Review already established as part of the adoption process.

ATTACHMENT(S)

Attachment 1: 2006 Science Primary Adoption Curriculum Commission Recommendations (1 Page)

Attachment 2: 2006 Science Primary Adoption Report of the Curriculum Development and Supplemental Materials Commission (83 Pages)

ATTACHMENT(S) (Cont.)

Attachment 3: 2006 Science Primary Adoption Public Comment (112 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE office.)

Any public comments received after this item has been submitted and the list of Edits and Corrections for Glencoe/McGraw-Hill program (p. 21 of the 2006 Science Primary Adoption Report of the Curriculum Development and Supplemental Materials Commission) will be included in a last minute Memorandum.

2006 Science Primary Adoption

Curriculum Commission Recommendations

These programs have not been adopted by the State Board of Education

PUBLISHER	PROGRAM TITLE	GRADE LEVEL(S)	CURRICULUM COMMISSION RECOMMENDATION
CPO Science	*Focus on Earth, Life, and Physical Science*	6–8	Recommended
Delta Education	*Full Option Science System*	K–5	Recommended
Glencoe/McGraw-Hill	*Glencoe Science Focus On Series*	6–8	Recommended
Harcourt School Publishers	*California Science*	K–6	Recommended
Holt, Rinehart and Winston	*Holt California Science: Earth, Life, and Physical Science ©2007*	6–8	Recommended
Houghton Mifflin	*Houghton Mifflin California Science ©2007*	K–6	Recommended
It's About Time	*Investigating Earth Systems, InterActions in Physical Science*	6, 8	Recommended
Macmillan/McGraw-Hill	*Macmillan/McGraw-Hill California Science*	K–6	Recommended
McDougal Littell	*McDougal Littell California Middle School Science Series*	6–8	Recommended
Pearson Prentice Hall	*Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science*	6–8	Recommended
Pearson Scott Foresman	*Scott Foresman California Science*	K–6	Recommended
TPS Publishing Co.	*TPS California State Standards Aligned 2006 Science Program*	4, 5	Not Recommended

2006 SCIENCE PRIMARY ADOPTION

REPORT OF THE CURRICULUM DEVELOPMENT AND SUPPLEMENTAL MATERIALS COMMISSION

NOVEMBER 2006

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INTRODUCTION

In October 1998, the State Board of Education (SBE) adopted the *Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve.* These standards affirmed California's commitment to provide a world-class science education for all students and include the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century. They provide a comprehensive, specific vision of what students know and are able to do at every grade level.

The 2004 updated edition of the *Science Framework for California Public Schools, Kindergarten Through Grade Twelve*, included the "Criteria for Evaluating Instructional Materials in Science, Kindergarten Through Grade Eight" adopted by the SBE on March 10, 2004. The criteria are the evaluation instrument for determining whether instructional materials align to the content standards and the framework. The evaluation criteria have been posted on the California Department of Education (CDE) Web site since March 2004.

The criteria are organized into five categories:

1. **Science Content/Alignment with Standards:** The content as specified in the California Science Standards and presented in accord with the guidance provided in the California Science Framework

2. **Program Organization:** The sequence and organization of the science program that provide structure to what students should learn each year

3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do

4. **Universal Access:** The resources and strategies that address the needs of special student populations, including students with disabilities, students whose achievement is either significantly below or above that typical of their class or grade level, and students with special needs related to English language proficiency

5. **Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by the teacher, that enable the teacher to implement the science program effectively

The SBE adopted the timeline for the 2006 Science Primary Adoption on January 12, 2005. Minor revisions were approved by the Curriculum Commission to allow additional time to recruit qualified reviewers and to allow time for publishers to respond to deadlines. The timeline reflected the requirements of *Education Code (EC)* Section 60200(b)(1) which 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 science took place in 2000. The 2006 Science Primary Adoption is on schedule for the adoption of K-8 instructional materials.

Standards maps were developed by CDE to help publishers identify where their instructional materials were aligned with the content standards. Publishers completed the maps and submitted them with their programs. The Content Review Panel (CRP) experts and Instructional Materials Advisory Panel (IMAP) members used the maps in evaluating a program’s alignment with the content standards.

Only basic instructional materials programs for K-8 were reviewed and recommended for the 2006 Science Primary Adoption. Supplementary materials (covering less than an entire course) are not considered within a primary adoption. Programs recommended for this adoption were full basic programs that were evaluated for appropriate grade-level content, alignment with the content standards and the framework, and were determined to have successfully met the evaluation criteria.

ADOPTION PROCESS

PUBLISHERS INVITATION TO SUBMIT MEETING

A Publishers Invitation to Submit (ITS) meeting was held on January 10, 2006. Publishers were invited to attend the ITS meeting to learn about the process and procedures for submitting K–8 instructional materials for the 2006 Science Primary Adoption. Each publisher received a copy of the *Publishers Invitation to Submit: 2006 Science Primary Adoption*, a document that contains all of the information necessary for a publisher to know to effectively participate in an adoption process.

Technical information was provided at the meeting, including an outline of the schedule of significant events, the publisher’s responsibilities for participating in the adoption, a review of the adoption process, an overview of the content standards, the framework, and the evaluation criteria, and the logistics of the submission process.

CRP/IMAP APPOINTMENT AND TRAINING

In January and March 2006, the SBE appointed a total of 24 CRP experts and 51 IMAP members on the recommendation of the Curriculum Commission to evaluate 12 submitted science programs. They composed eight review panels.

The IMAP members included classroom teachers, district coordinators, and administrators with experience in the field of science. The CRP experts included experts with doctorate degrees in science or a related field.

The Curriculum Framework and Instructional Resources Division (CFIR) staff assisted the Curriculum Commission in its training of reviewers on March 27–30, 2006, for the 2006 Science Primary Adoption. The training included sessions on the framework, content standards, evaluation criteria, legal and social compliance standards, and adoption process. Publishers made formal presentations on their programs at the training and answered IMAP/CRP questions.

The training was conducted in accordance with the *Bagley-Keene Open Meeting Act.* Various publisher representatives and interested members of the public attended the training. Every afternoon, at a pre-determined time, the training would pause to provide an opportunity for public comment.

CRP/IMAP REVIEW, DELIBERATIONS, AND REPORT OF FINDINGS

In April 2006, the IMAP members, CRP experts, and Curriculum Commission members received complete sets of instructional materials that were assigned to each panel to review and evaluate according to the criteria. The IMAP members and CRP experts conducted their independent reviews of the science instructional materials during the months of April, May, June, and the beginning of July.

From July 10–13, 2006, the IMAP members and CRP experts met in their assigned review panels in Sacramento for deliberations. The IMAP members and CRP experts each shared their individual personal notes and citations that they had developed while performing their independent review. A member of the Curriculum Commission was assigned to act as a facilitator on each panel. CFIR Division staff provided support to the panels. During deliberations, publishers were provided time to respond to three to five questions on their respective programs posed by the panel members.

The IMAP members and CRP experts worked collaboratively during the deliberations week to produce a *Report of Findings* for each program. Each *Report of Findings* contained the following sections: Program Components, Recommendation, Science Content/Alignment with Standards, Program Organization, Assessment, Universal Access, Instructional Planning and Support, and Edits and Corrections. The reports included citations that were exemplary (not exhaustive) of the panels' findings and recommendations.

Each of the programs was recommended for adoption pending satisfactory completion of specified edits and corrections. Edits and corrections are defined as inexact language, imprecise definitions, mistaken notions, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include complete revision or rewriting of chapters or programs, or adding new content to a program. Changes such as this are not allowed during the adoption process.

Deliberations were conducted in accordance with the *Bagley-Keene Open Meeting Act.* Various publisher representatives and interested members of the public attended the panel deliberations. Every afternoon, at a pre-determined time, the deliberations provided an opportunity for public comment.

LEGAL AND SOCIAL COMPLIANCE REVIEW

The purpose of the legal and social compliance (LSC) review is to ensure that K–8 instructional materials used in California schools contribute positive influences, healthy messages and overall positive images. The State Legislature established laws and the SBE adopted policies and guidelines for instructional materials to reflect California's diversity and reduce the influence of brand names and corporate logos in instructional materials. The LSC review process was an important part of the 2006 Science Primary Adoption and was an opportunity for the public to review the social content in the instructional materials.

The LSC review was conducted by two groups; individuals serving as CRP experts and IMAP members and county offices of education. The CRP/IMAP members received training in LSC during the training week, March 27–30, 2006. In addition, the CDE contracted with several county offices of education to review materials for LSC.

The reviewers used the standards contained in *EC* sections 60040-60045, 60048, 60200, and SBE policy as outlined in the *Standards for Evaluating Instructional Materials for Social Content* (2000 Edition). The standards address such areas as the accurate portrayal of cultural and racial diversity, equitable and positive roles for males and females, disabled people, ethnic and cultural groups and the elderly. The standards include the provisions of AB 116, Mazzoni (Chapter 276, Statutes of 1999), that prohibits (with certain exceptions) the inclusion of commercial brand names, specific commercial product references, or corporate or company logos in adopted instructional materials.

Reviewers completed a citation form with specific information on perceived violations of the LSC standards. On June 21, 2006, two Commissioners met to review all the citations for concurrence. As a result of this review, 15 citations were forwarded to publishers. All of the publishers cited elected to revise their materials to comply with the LSC standards.

PUBLIC COMMENT AND REVIEW

Instructional materials submitted for adoption were displayed for public review and comment, beginning April 13, 2006, at 21 Learning Resource Display Centers (LRDCs) throughout the state (see Appendix B). The general public was given a thirty day opportunity to provide written comments to the SBE on the Curriculum Commission's recommendations throughout October 2006. These public comments will be presented to the SBE at their November 2006 meeting.

In addition, the Curriculum Commission held two public hearings, one in the Science Subject Matter Committee (SMC) meeting on September 28, 2006, and one in the full Curriculum Commission meeting on September 29, 2006, prior to making its recommendations to the SBE. Public comment was received by the Curriculum Commission, both in writing and in testimony at the public hearings. All public comments received by the Curriculum Commission will be forwarded to the SBE for its November agenda item on the 2006 Science Primary Adoption.

The SBE will also hold a public hearing at its November 2006 meeting prior to taking action on the Curriculum Commission's recommendations.

CURRICULUM COMMISSION REVIEW AND DELIBERATIONS

On September 28-29, 2006, the members of the Curriculum Commission considered the recommendations from the IMAP members and CRP experts in conjunction with other information in determining whether each program satisfied, or did not satisfy the SBE-adopted evaluation criteria for this adoption. The criteria include a requirement that the instructional materials provide comprehensive teaching of all the content standards as discussed and prioritized in the framework.

On September 28, 2006, the Science SMC reviewed the IMAP/CRP *Report of Findings* for each program. Each program was discussed in-depth. The discussion included the IMAP members' and the CRP experts' recommendations of minor edits and corrections, as well as the findings from each Commissioner's own independent review. After the discussion at the Science SMC level, each program submission received a roll-call vote. The motion was stated in the affirmative. A majority vote from the Science SMC was required for any program to be recommended. The Science SMC forwarded their recommendations to the full Curriculum Commission.

On September 29, 2006, the full Curriculum Commission also discussed each program in-depth. Discussion covered the IMAP members' and CRP experts' *Report of Findings* and individual Commissioner's findings on each program they had reviewed. Following the discussion, the Commission Chair proceeded to ask for a motion and a second on each program submission. Again, the motion was stated in the affirmative; there was a final roll call vote for each program. The recommendation for each program was to recommend the program for specific grades with edits and corrections. Nine Commissioners were required to vote in the affirmative to recommend any program. The Curriculum Commission's recommendations will be presented to the SBE on November 8–9, 2006, for action.

EDITS AND CORRECTIONS MEETING

Edits and Corrections Meetings are scheduled for November 15–16, 2006. These meetings with publishers will cover the edits and corrections identified in the IMAP/CRP

Report of Findings and approved by the Curriculum Commission at its September 28–29, 2006, meeting; any additional edits and corrections identified by the Curriculum Commission and included in its recommendation to the SBE; and those edits and corrections that are recommended by the SBE based on the public comments received at its November 2006 meeting. Publishers whose programs are adopted by the SBE will be required to complete all edits and corrections by early 2007 (date to be announced).

PUBLISHERS' RESPONSIBILITIES IF ADOPTED

According to the provisions of *EC* sections 60061 and 60061.5, and the provisions of *California Code of Regulations, Title 5, Education*, publishers are required to comply with the "most favored nation" clause. The clause ensures that publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. In addition, publishers are required to fill a textbook order within sixty days of the date of receipt of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within sixty days of the receipt of a purchase order from a California school district, the school district may assess as damages an amount up to five hundred dollars for each working day the order is delayed beyond sixty calendar days.

Curriculum Commission Recommendations

These programs have not been adopted by the State Board of Education

PUBLISHER	PROGRAM TITLE	GRADE LEVEL(S)	CURRICULUM COMMISSION RECOMMENDATION
CPO Science	*Focus on Earth, Life, and Physical Science*	6–8	Recommended
Delta Education	*Full Option Science System*	K–5	Recommended
Glencoe/McGraw-Hill	*Glencoe Science Focus On Series*	6–8	Recommended
Harcourt School Publishers	*California Science*	K–6	Recommended
Holt, Rinehart and Winston	*Holt California Science: Earth, Life, and Physical Science ©2007*	6–8	Recommended
Houghton Mifflin	*Houghton Mifflin California Science ©2007*	K–6	Recommended
It's About Time	*Investigating Earth Systems, InterActions in Physical Science*	6, 8	Recommended
Macmillan/McGraw-Hill	*Macmillan/McGraw-Hill California Science*	K–6	Recommended
McDougal Littell	*McDougal Littell California Middle School Science Series*	6–8	Recommended
Pearson Prentice Hall	*Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science*	6–8	Recommended
Pearson Scott Foresman	*Scott Foresman California Science*	K–6	Recommended
TPS Publishing Co.	*TPS California State Standards Aligned 2006 Science Program*	4, 5	Not Recommended

SPECIAL ISSUES

NEW DEFINITION OF THE TERM "PLANET"

Scientists at a meeting of the International Astronomical Union (IAU) in Prague, Czech Republic, voted to approve a new definition of the term "planet" that recognizes only eight planets. The IAU is responsible for naming solar system objects like planets and their moons, so its definition of a planet is the official one.

The IAU members gathered at the 2006 General Assembly on August 24, 2006, passed resolution 5A which states that a "planet" is defined as a celestial body that (a) is in orbit around the Sun, (b) has sufficient mass for its self-gravity to overcome rigid body forces so that it assumes a hydrostatic equilibrium (nearly round) shape, and (c) has cleared the neighborhood around its orbit. This means that the Solar System consists of eight "planets"—Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.
The members also passed resolution 6A creating a new distinct class of objects called "dwarf planets". It was agreed that "planets" and "dwarf planets" are two distinct classes of objects. The first members of the "dwarf planet" category are Ceres, Pluto, and Eris.

In order to provide the most current information in the instructional materials submitted for the 2006 Science Primary Adoption for K–8, the CDE is recommending that the SBE allow publishers of adopted science programs to modify their instructional materials to address the new definition of the term "planet" as defined in IAU Resolutions 5A: Definition of "planet" and 6A: Definition of Pluto-class objects, using the minimum edits required to provide scientific accuracy. The verification of publisher edits to address the new definition will be incorporated into the Edits and Corrections Review already established as part of the adoption process.

INSTRUCTIONAL MATERIALS FUNDING REALIGNMENT PROGRAM

Assembly Bill 1781 (Chapter 802, Statutes of 2002) established the Instructional Materials Funding Realignment Program (IMFRP) starting with the 2002-03 fiscal year. The IMFRP (*Education Code* sections 60420-60424) provides that districts or county offices of education must use these funds to ensure that each pupil in K–8 is provided with an adopted standards-aligned textbook or basic instructional materials in reading/language arts, mathematics, science or history–social science, by the beginning of the first school term that commences no later than 24 months after those materials were adopted by the SBE. Since AB1781 took effect January 1, 2003, and because there was no language to make this provision retroactive, the 24 month rule applies to all future primary adoptions in the four core academic areas. A primary adoption is the first adoption after the adoption of evaluation criteria by the SBE.

The 2005 History–Social Science Primary Adoption was the first standards-aligned state primary adoption to take place since the IMFRP was established in January 2003.

Therefore, it is the first adoption where districts and county offices that accept IMFRP funds are required to provide each pupil in K–8 with instructional materials from this adoption list no later than the start of the school term in fall 2007. The 2006 Science Primary Adoption is the next state K–8 primary adoption. Districts and county offices that accept IMFRP funds are required to provide each pupil in K–8 with instructional materials from this adoption list no later than the start of the school term in fall 2008.

For districts and county offices that operate schools for grades 9–12, the standards-aligned instructional materials must be adopted by the local governing board. These adoptions must be made by local governing board resolution.

Once a local governing board certifies that it has provided each pupil with standards-aligned instructional materials, the district or county office of education may use 100 percent of any remaining IMFRP funds to purchase other instructional materials consistent with the content and cycles of the curriculum frameworks. For K–8, the local educational agency may purchase instructional materials from other state adopted materials lists.

The funding provided in the 2006-2007 state budget for the IMFRP is $402,969,000. This amounts to approximately $55 per pupil.

It is important to note that the IMFRP becomes inoperative on July 1, 2007, and as of January 1, 2008, is repealed, unless a later enacted statute becomes operative on or before January 1, 2008, which deletes or extends these dates.

Publisher: **CPO Science**

Title of Program: ***Focus on Earth, Life, and Physical Science***

Grade Level(s): **6, 7, 8**

Program Components

CPO Science's *Focus on Earth, Life, and Physical Science* includes a Student Edition (SE), Teacher's Guide (TE), Investigation Manual (INV), Skill and Practice Worksheets (SP), Teaching Illustrations (TI), Equipment Kit, Black-line Answer Sheets, Pre-Assessment Questions, English Language Learner (ELL) Strategies, ExamView CD and booklet, and Electronic Book (includes SE and INV).

Recommendation

The Curriculum Commission recommends CPO Science's *Focus on Earth, Life, and Physical Science*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in a sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program provides suggestions on how to use assessment data and guiding questions for monitoring students' comprehension.

Universal Access

The program is accessible to all students, including advanced learners, English learners, and students whose reading, writing, listening, and speaking skills are below grade level.

Instructional Planning and Support

The program provides support for the teacher, including suggestions on how to present the content, address common student misconceptions, and communicate with parents and guardians about the science program.

Edits and Corrections
The following edits and corrections must be made as a condition for adoption:

Grade 6

1. SE p. 4, “Based on your observations, you might guess that the girl in the picture is smiling because she likes to read. A guess, or a possible answer to a scientific question based on observations, is called a hypothesis.” Revise to read, “Based on your observation, you might propose that the girl in the picture is smiling because she likes to read. An explanation, or a possible answer to a scientific question based on observations, is called a hypothesis.”
2. SE p. 18, the caption for the first picture is fuzzy and not readable
3. SE p. 21, “Concepts”, question 2, replace “guess” with “propose”
4. SE p. 37, “Friction is energy created when two objects rub against each other (Figure 2.15).” Revise to read, “Energy is liberated due to friction when two objects rub against each other (Figure 2.15).”
5. SE p. 44, first sentence, “The scale for x-axis is easier to determine.” Revise to read, “The scale for <u>the</u> x-axis is easier to determine.”
6. SE p. 47, “Because they are “layers” in the computer’s files...” Revise to read, “Because <u>there</u> are “layers” in the computer’s files...”
7. SE p. 56, “Lateral continuity is the idea that when layers of sentiment are formed, they extend in all directions horizontally, until a separation is caused by erosion or an earthquake.” Replace with, “Lateral continuity is the idea that when layers of sediment are formed, they extend in all directions horizontally. Subsequently, a separation may be caused by erosion or an earthquake.”
8. SE p. 66, “Latitude lines are horizontal and are north or south of the equator (the zero line). Longitude lines (or meridians) are east or west of the Prime meridian (the zero meridian).” Revise to read, “Latitude lines are north or south of the equator (the zero line) and run east-west (left to right on the map below). Longitude lines (or meridians) are east or west of the Prime meridian (the zero meridian) and run north-south (top to bottom on the map below).” Also change the definitions under “vocabulary” to read, “latitude – east-west lines that are north or south of the equator”; and “longitude – north-south lines that are east or west of the prime meridian”.
9. SE p. 69, “At LTTR, researchers, professors, and students are involved in many projects.” Should read, “At LTRR, researchers...”
10. SE p. 71, questions 13 and 14, revise as follows: “13. _____ lines are imaginary lines on Earth’s surface that run east-west and represent north and south locations.” “14. _____ lines are imaginary lines on Earth’s surface that run north-south and represent east and west locations.”
11. SE p. 86, caption for Figure 4.9, “Most of the Earth’s internal heat from the core.” Revise to read, “Most of the Earth’s internal heat <u>comes</u> from the core.”
12. SE beginning with Chapter 7, all vocabulary words are two pages off in the index

13. SE p. 149, sample flash card (back side), use definition of “mantle” from p. 143, “The warm, flowing-solid layer of Earth between the crust and the core.” Use the same definition in the glossary, p. 368.
14. SE p. 151, “An earthquake’s seismic waves travel through the molten layers of the mantle and through the core.” Delete “molten.”
15. SE p. 164, “The lower mantle rock material rises toward Earth’s surface as a hot rising plume. This rising mantle plume may divide the lithosphere above and form a mid-ocean ridge.” Revise to read, “The lower mantle rock material rises toward Earth’s surface and may divide the lithosphere above and form a mid-ocean ridge.” Move vocabulary definition of “mantle plume” to p. 165.
16. SE p. 165, “Mid-ocean ridges form when a line of mantle plumes separates the plate above it. Sometimes a single mantle plume causes a volcanic eruption in the plate above it.” Revise to read, “Mid-ocean ridges form when rising hot mantle rocks separate the plate above it. Sometimes a single hot rising plume, called a mantle plume, causes a volcanic eruption in the plate above it.”
17. SE p. 169, graphic embedded in the text should have the magma touching the subducting layer. See p. 213 for an example of a correct figure (Figure 10.9). The note, “Water released from subducting crust” can remain intact as it is true, and is important for understanding why melting occurs.
18. SE pp. 177, 199, 225, 247, 265, 287, 311, 333, 359 have incorrect section names on the bottom of the page. On pages 177, 199, 225 should be “Plate Tectonics and Earth’s Structure”. On pages 247, 265, 287 should be “The Shape of Earth’s Surface”. On pages 311, 333, 359 should be “Ecology”.
19. SE p. 179, question 10, rephrase to read, “A _____ rises to the surface and may create a volcanic center.”
20. SE p. 182, “Recall that friction is energy created when two objects rub against each other (Figure 9.2).” Revise to read, “Recall that friction is a resistance to slip that occurs when two objects rub against each other (Figure 9.2).”
21. SE p. 182, “You have to pull hard to overcome the friction, so that when the door opens, you hear a loud noise caused by some of the energy being released.” Revise to read, “...when the door opens, you hear a loud noise as some of the energy stored is released.”
22. SE p. 183, vocabulary section, change definition of “earthquake” to read: “earthquake – the movement of the Earth’s crust resulting from the building up stored energy between two stuck lithospheric plates.”
23. SE p. 183, second paragraph, “An earthquake is the movement of Earth’s crust as a result of the buildup of friction between two lithospheric plates.” Revise to read, “An earthquake is the movement of Earth’s crust resulting from the release of built-up potential energy between two lithospheric plates.”
24. SE p. 213, figure 10.8: the depiction of the divergent margin should demonstrate that it defines the edges of two tectonic plates. As such, the mantle (light tan color) must extend up towards the mid-ocean ridge, with a region of melting (reddish-yellow color) just below the surface and under the ridge. The depiction is correct in the following other figures: back cover of textbook, pp. 162 (Figure 8.4), 168, 169, 210 (Figure 10.6).

25. SE p. 214, figure 10.10, same as Figure 10.8 on p. 213 (see above)
26. SE p. 219, the figure embedded in the text should be changed in the same way as the one on p. 169 (see edit #17)
27. SE p. 282, the map of Iceland is inaccurate; the scale provided and the outline of the island do not match the physical geography of Iceland. The map should be revised to be accurate.
28. SE p. 284, “Vocabulary,” definition of landslide, “Landslides can be caused by volcanic events or earthquakes.” Revise to read, “Landslides can be caused by volcanic events, earthquakes, or other factors.”
29. SE pp. 310-311, two paragraphs under “Forests and redwoods and resources”, revise to read:

> Less than 200 years ago, the redwood forest spread over nearly 2 million acres. ~~Today, about 68,000 acres of that original forest remains. We have lost about 96% of the original redwood forest to logging.~~ While all but 100,000 of those acres are still covered in redwood forest today, only about 68,000 remain that have never been logged.
>
> What are the pressures on this great natural resource? First lumber was in demand as more settlers made their way to Northern California in the 1840s and ‘50s. The Gold Rush increased that demand. The logging industry, settlers, and individuals began cutting down forests. This lumber was used for buildings, railroad ties, barns, and fences. Large sections of forest were removed in a process called clear-cutting, in which a large portion of the trees ~~are~~ were removed at one time. Early clear-cutting methods sometimes damage~~s~~d the ecosystems~~, threatening and endangering plants and animals~~. Efforts continue today to ~~slow the logging process and and preserve forests that are natural resources~~ balance the social, economic, and environmental concerns to conserve this natural resource. Organizations such as Save-the-Redwoods League buy land and donate it to government park services.
>
> Also, delete question 3 on p. 311.

30. SE p. 346, “Many large mammals of the savanna, including the wildebeest pictured at the right, have long legs that enable them to outrun fires.” There is no picture of a wildebeest provided, although it is on the CD-ROM version of the text. Add the picture from the CD-ROM version to the SE.
31. SE p. 349, “The word deciduous means these trees loose their leaves the end of the growing season (Figure 16.12),” and “Figure 16.12: Broad-leafed deciduous trees loose their leaves in the fall, the end of the growing season.” Replace “loose” with “lose” in both instances.

32. SE pp. 349, 351, page footer, “Temperate Forests and Rainfor-” correct “Rainforest” in both places
33. SE pp. 351, “When clear cutting occurs, the thin topsoil soon washes away...” Replace with, “When clear-cutting occurs in this type of biome, the thin topsoil soon washes away...”
34. SE p. 366, definition of “earthquake”, revise to read, “the movement of the Earth’s crust resulting from the buildup of stored energy between two stuck lithospheric plates.”
35. TE p. 190, “Concepts,” section 9.1 question, “Friction is the energy that results from the relative motion between two objects.” Replace with, “Friction is the resistance that results from the relative motion of two objects that rub against each other.”
36. TE p. 349, first sentence, “CPO Focus on Physical Science,” replace with “CPO Focus on Earth Science.”

Grade 7

37. SE p. 12, last paragraph, “A hypothesis is a prediction that can be tested with an experiment. Sometimes a hypothesis is just a guess and sometimes it is based on prior knowledge or the results of other experiments.” Revise to read, “A hypothesis is a possible explanation that can be tested with an experiment. A hypothesis is based on observation, prior knowledge, or the results of other experiments.” Change definition under “vocabulary” to read, “hypothesis – a possible explanation that can be tested with an experiment.”
38. SE p. 13, “An experiment is a controlled test to determine if a hypothesis is correct.” Replace with, “An experiment is a controlled test to determine if a hypothesis is supported or refuted.” Also change the definition under “vocabulary,” to read, “a controlled test to determine if a hypothesis is supported or refuted.”
39. SE p. 80, “Light travels at the amazing speed of 299,792,458 (approximately 300,000,000) meters per second.”
40. SE pp. 113, 115, 117, footer, “The Structure and Function of the,” replace with, “The Structure and Function of the Cell Membrane.”
41. SE p. 118, current text, “A plant cell has chloroplasts that work similarly to solar cells.” Replace with, “A plant cell has chloroplasts that also convert energy.”
42. SE p. 118, last paragraph, “Later experiments carried out by other scientists proved that plants use carbon dioxide...” Replace with, “Later experiments carried out by other scientists showed that plants use carbon dioxide...”
43. SE p. 122, on graphic, “Animals Use,” Replace with, “Animals and Plants Use.” Include a light shaded connection between the mitochondrion in the plant cell and the large image of the mitochondrion, exactly as currently exists from the animal cell.
44. SE p. 256, questions “.a”, “.b”, “.c”, “.d”, replace with, “a.”, “b.”, “c.”, and “d.”
45. TE p. 29, Investigation 2B, “...aged tape water”, replace with “...aged tap water.”

46. TE p. 31, address misconceptions, third paragraph, "...as benchmarks for classify nonliving objects or living organisms." Replace with, "as benchmarks for classifying nonliving objects or living organisms."
47. TE p. 355, "Letter to Parents," "Focus on Physical Science," replace with, "Focus on Life Science"

Grade 8

48. SE p. 9, "Solar System" should be "solar system" (caps)
49. SE p. 97, captions need to be clearer, the current caption is fuzzy and not readable
50. SE p. 149, captions need to be clearer, the current caption is fuzzy and not readable
51. SE p. 228, captions need to be clearer, the current caption is fuzzy and not readable
52. SE p. 290, "Newton's first law is often written in terms of the nest force…," should be "net force"
53. SE p. 322, Venera 13 picture needs to be attributed to Soviet Academy of Sciences/U.S.S.R
54. SE p. 326, 2 pictures need credit
55. SE p. 331, "She is responsible for the discovery of 71 volcanoes on Jupiter's volcanic moon, Io." Should be, "She and her team were responsible for …"
56. SE p. 331, caption/credit for picture needs to be clearer, the current caption is fuzzy and not readable
57. SE p. 339, second paragraph, "In space, light travels at the amazing speed of exactly 299,792 kilometers per second (approximately 300,000 kilometers per second)."
58. SE p. 345, "Matter that was rotating too fast to fall inward and become the sun eventually clumped into planets." Replace "clumped" with "amassed".
59. SE p. 352, caption needs to be clearer, the current caption is fuzzy and not readable
60. SE p. 356, Figure 17.2 needs credit
61. SE p. 362, Figure 17.11 needs credit
62. TE p. 148, first figure, the proton acceptor for "NH_3" on the left side of the equation should have one less "H"
63. TE p. 175, "Teaching Tip," first bullet, third sentence, "For example, students are often learn that when photosynthesis occurs..." replace with "For example, students often learn that when photosynthesis occurs..."
64. INV p. 79, "Complete Table 1 below and compare the speeds of these fast moving objects to the speed of light (150,000,000 km/sec)." Content in parentheses should read, "(rounded to 300,000 km/sec)".

Publisher: **Delta Education**

Title of Program: ***Full Option Science System***

Grade Level(s): **K–5**

Program Components

Delta Education's *Full Option Science System* includes a Teacher Guide (TG), FOSS Science Resources Student Book (SB), FOSSWeb CD-ROM (CD), and Equipment Kit (EK).

Recommendation

The Curriculum Commission recommends Delta Education's *Full Option Science System*, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption:

1. Grade K: TG (Wood & Paper) p. 46, #3, "Four objectives…", five objectives are listed, should be "Five objectives…"
2. Grade K: TG (Wood & Paper) p. 87, #2, Four objectives…", five objectives are listed, should be "Five objectives…"
3. Grade K: TG (Wood & Paper) p. 93, #9, replace "sawdust" with "sawdust/shavings", replace "shavings" with "sawdust/shavings"

4. Grade K: TG (Wood & Paper) p. 95, To the materials list “FOR THE CLASS”, add “hot plate or stove*”
5. Grade K: TG (Trees) p. 91, “…five objectives…”, six objectives are listed: should be “…six objectives…”
6. Grade 1: TG (Plants & Animals) p. 75, “View Video Part 2” should be “View Video Part 3”
7. Grade 3: SB p. 201, there should be a pointing arrow in the figure
8. Grade 3: FOSSWeb.com (Matter & Energy) > Resources ID Activity - Soil icon will not go into any of the 3 categories offered
9. Grade 3: FOSSWeb.com (Matter & Energy) > Colored Light Activity > Game Mode – “Check answer” does not work
10. Grade 3: TG (Structures of Life Module) p. 319, Typographical error. Change “4+17=2 is true” to “4+17=21 is true.”
11. Grade 4: FOSSWeb.com (Solid Earth) > Geo Lab > Rock Types > Igneous Rocks – Image of igneous rocks should be actual photographs of igneous rocks and not schematics
12. Grade 4: SB p. 80, “...deserts are hot, dry, and rocky or sandy. Any area on Earth that is hot, dry, and sandy is a desert environment.” should be: “…deserts are dry and sandy. Any area on Earth that is dry and sandy is a desert environment. Most deserts are hot, but some are cold.”
13. Grade 4: SB p. 84, “Tortoises eat many kinds of plants, especially flowers and fruits.” should be “Tortoises eat many kinds of plants, especially their flowers and fruits.”
14. Grade 4: SB p. 129, “Marine means ocean” should be “Marine means ocean or sea”
15. Grade 4: TG (Environments) p. 46, “…as well as living, or biotic, factors, such as the influence of other organisms.” should be “…as well as living, or biotic, factors, which are the influences of other organisms”
16. Grade 5: SB p. 87, “….The most important waste product removed from cells is carbon dioxide.” should be “….The most important waste product removed from cells is carbon dioxide (a gas).”
17. Grade 5: SB p. 87, Figure legend: “Red Blood cells (x2520)” should be “Red Blood cells (magnified 2,520 times)”
18. Grade 5: SB p. 92, last paragraph, “The food leaves the small intestine and enters the large intestine and colon.” should be “The undigested leftovers of the food leave the small intestine and enter the large intestine and colon.”
19. Grade 5: SB p. 94, “Nutrients are transported to the cells by blood. Food is one of those nutrients.” should be “Nutrients are transported to the cells by blood. Food is one source of those nutrients.”
20. Grade 5: SB p. 127, 1st paragraph, 5th sentence, “Diabetes is a disease...” should be “Type I diabetes is a disease…”
21. Grade 5: SB p. 12, Summary: Separating Mixtures. “…Sometimes solids disappear when they are mixed with a liquid…” should be “...Sometimes solids seem to disappear when they are mixed with a liquid…”

22. Grade 5: TG (Living Systems) p. 81, Looking at the transport system – Figure of Setup and Results. Comment: It can be clearer to the teacher if the figure reflected the described results. Show that the water level in the cups in fact goes down in the two left celery stocks, and that the water level goes lower with the celery leaves on.
23. All Instructional Material: wherever the California Science Standards are quoted, they need to be quoted in their entirety. For example:
    - FOSS Grade 4 Science Resources Student Book (Sequence Code No. 1220)
        - p. 134, “LS2a. Plants are the primary source of matter and energy entering most food chains…” needs to be changed to “LS2a. Students know plants are the primary source of matter and energy entering most food chains…”
        - p. 226, “ES4a. Differentiate igneous, sedimentary, and metamorphic…” should be “ES4a. Students know how to differentiate igneous, sedimentary, and metamorphic…”

Publisher: **Glencoe/McGraw-Hill**

Title of Program: ***Glencoe Science Focus On Series***

Grade Level(s): **6, 7, 8**

Program Components

Glencoe/McGraw-Hill's *Glencoe Science Focus On Series* includes a Student Edition (SE), Teacher Wraparound Edition (TWE), Reading Essentials (RE), Science Notebook (SN), Chapter Resource Books (CRB), CA Color Transparencies (CT), CA 4-in-1 Lab Manual (LM), CA Science Activities for Advanced Learners (SAAL), CA Culturally Responsive Teaching: Activities for Teaching (CRTA), CA Chapter Outlines for Teaching (CCOT), CA Language Arts Support for Science(LASS), CA School-to-Home Connection Activities (SHCA), CA Mathematics Skill Activities (MSATE), CA Reading and Writing Skill Activities (RWSK), Strategies for Success (SS), CA Guide to Daily Intervention (DI), Performance Assessment in the Science Classroom (PASC), Lab Management and Safety (LMS), ELL Strategies for Science (ELLSS), ActiveFolders, CA Student Tech Tools (STT), CA Teacher Tech Tools, Super DVD (TTTSD), What's Science Got to do With It? DVD (WSGTD), Weather Classroom DVD (WC), Virtual Lab (VL), and Chapter Resource Fast Files (CRFF).

Recommendation

The Curriculum Commission recommends Glencoe/McGraw-Hill's *Glencoe Science Focus On Series* for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program contains support materials integral to the instruction. The program presents instructional objectives and content overviews that outline the science concepts.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Publisher: **Harcourt School Publishers**

Title of Program: ***California Science***

Grade Level(s): **K–6**

Program Components

Harcourt School Publishers' *California Science* includes a Student Edition (SE), Teacher Edition (TE), Big Book (BB), Science Content Support (CS), Lab Manual (LM), Activity Book (AB), Assessment Guide (AG), Science Content Reader (SCR), Success for English Learners (EL), Reading Intervention Strategies (RS), Teaching Transparencies (TT), Visual Summary/Inquiry Transparencies (VT), Picture Cards (PC), Science Content Standards Vocabulary Cards (VCards), Hands-on Resources (HR), Activity Video on DVD, Science Up Close CD-ROM, Materials Kits (MK), Big Book of Science Songs and Rhymes, and Science Songs.

Recommendation

The Curriculum Commission recommends Harcourt School Publishers' *California Science* for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections
The following edits and corrections must be made as a condition for adoption:

Kindergarten

1. Grade K: BB p. 9, “See, hear, smell, taste” should be “See, hear, smell, taste, and touch”
2. Grade K: BB p. 25, picture of house, pair over and under and above and below or remove the term below
3. Grade K: TE p. 80, in diagram 3, the thermometer should stay in the water to check temperature. Change the picture in diagram 3 to show that the thermometers are in the cups when the temperature is read.

Grade 1

1. Grade 1: SE/TE p. 110, Red Box: change “oil is a heavy, sticky liquid” to “Oil is a thick liquid”

Grade 2

1. Grade 2: SE/TE p. 63, Writing, Write to Describe, change “2. Write sentences to the position of the object.” to “2. Write sentences to describe the position of the object.”
2. Grade 2: SE/TE p. 73, 1st paragraph, 3rd sentence, change “You also change your speed.” to “You may also change your speed.”
3. Grade 2: SE/TE p. 284, 2nd paragraph, change “…from minerals called ores” to “from ores, which contain minerals”
4. Grade 2: SCR (Motion, Lessons 1-4) p. 14, change “They help you use more force.” to “They help you increase force.”
5. Grade 2: SCR (Motion, Lessons 1-4) p. 16, change “A machine helps you use more force.” to “Some machines help you increase force.”
6. Grade 2: SCR (Motion, Lessons 5-7) p. 2, change “Without gravity, things would float up.” to “Without gravity, you would move away from Earth.”
7. Grade 2: SCR (Motion, Lessons 5-7) p. 3, change “Something big has a strong pull.” to “Something heavy…”
8. Grade 2: SCR (What is Sound?) p. 6, Fast Fact, change “A sound becomes louder the more quickly an object vibrates.” to “A sound becomes louder as the vibration becomes bigger (or larger).”
9. Grade 2: SCR (Weathering Causes Changes) p. 6, change “Ice takes up more water than water.” to “Ice takes up more space than water.”
10. Grade 2: TE p. 222O, change “Soil texture can range from powdery (clay) to sticky (humus).” to “…dry (clay) to crumbly (humus).”
11. Grade 2: (Activity Video on soil), change “Children should have observed that more water passed through the potting soil than the sandy soil.” to “Children

should have observed that more water passed through the sandy soil than the potting soil."

12. Grade 2: SE/TE pp. 42-43, wherever hypothesis is referred to as "correct" or "not correct" change to "confirmed" or "not confirmed"
13. Grade 2: TE p. 13 (Vocabulary Power), change "abut" change to "about"
14. Grade 2, TE p. 50K, change "AG 40-41" to "AG 44-45"

Grade 3

1. Grade 3: SE/TE p. 131, 2nd line, "…one or two letters…" change to "…one, two, or three letters…"
2. Grade 3: SE/TE p. 135, periodic table is split into two, should be one table
3. Grade 3: SE/TE p. 164, turn prism around, light should be going behind
4. Grade 3: SE/TE p. 282, change "The outer planets are made up mostly of frozen gases." to "Other than Pluto, the outer planets are made up of mostly gases."
5. Grade 3: SE/TE p. 283 (Fun Fact), delete sentence "Pluto is made of ice."
6. Grade 3: SE/TE p. 299, Math: change "…the sun warmed the temperature…" to "…the sun warmed the air temperature…"
7. Grade 3: SCR (Energy and Matter: Lessons 1-3) p. 18, change "Waves move up and down." to "Water moves up and down."
8. Grade 3: SCR (Energy and Matter: Lessons 1-3) p. 18, "These waves move up and down, like waves in water", not true - delete
9. Grade 3: SCR (Energy and Matter: Lessons 1-3) p. 20, change "The sound waves move back and forth." to "Air moves back and forth."
10. Grade 3: SCR (Energy and Matter: Lessons 4-7) p. 23, change "Rust cannot be changed back into iron." to "Rust is a new substance."
11. Grade 3: SCR (Energy and Matter: Lessons 4-7) p. 29, change "one or two letters" to "one, two, or three letters"
12. Grade 3: SCR (Light: Lessons 2-3) p. 5, diagram is wrong, flip prism
13. Grade 3: SCR (Patterns in the Sky: Lessons 1-2) p.10, change "The outer planets are made of frozen gases." to "Other than Pluto, the outer planets are made mostly of gases."
14. Grade 3, SCR (Matter is Everything!) p. 7, change "Oil is a dense liquid." to "Oil is a thick liquid, less dense than water."
15. Grade 3: SCR (Matter is Everything!) p. 15, "…one or more letters…" change to "one, two, or three letters"
16. Grade 3: SCR (Matter is Everything!) pp. 14-15, connect the two halves of the periodic table
17. Grade 3: SCR (All About Energy) p. 6, change "Animals also store energy as in their bodies." to "Animals must also store energy as fat in their bodies."
18. Grade 3: SCR (All About Energy) p. 13, change "Because of their fast, back-and-forth motion, these waves are called vibrations." to "Because of their fast, back-and-forth motion, these vibrations create waves."
19. Grade 3: SCR (Understanding Light & Heat) p. 6, change "reflection" to "path"

20. Grade 3: SCR (Understanding Light & Heat) p. 9, change “Convection happens when heat in liquids or gases moves from a cooler area to a warmer area.” to “Convection happens when heat in liquids and gases moves from a hotter area to a cooler area.”
21. Grade 3: SCR (Light Moves) book cover and p. 4, – beam of light moves the wrong way. Change the picture so the beam goes the right way, flip the prism.
22. Grade 3: SCR (Our Place in Space) p. 12, change “Many are just balls of frozen gases.” and p. 13, change “All three are made from frozen gases.” to “Other than Pluto, the outer planets are made mostly of gases.”
23. Grade 3: SCR (Bouncing, Bending and Scattering) p. 9, turn prism around
24. Grade 3: SCR (Detecting Acids and Bases) p. 7, change “They turn blue in the presence of a mild acid.” and “…they turn yellow in the presence of a strong base.” to “They turn yellow in the presence of a mild acid.” and “…they turn blue in the presence of a strong base.”
25. Grade 3: SCR (Eyes in the Sky) p. 3, change “Earth’s orbit” to “orbiting the Earth”
26. Grade 3: SCR (Eyes in the Sky) p. 8, change “floating” to “drifting”
27. Grade 3: TE p. 99, Insta-Lab: “Be sure students fill each of the bags and them seal them.”: change “…and them” to “… and then”
28. Grade 3: TE p.200, Universal Access Below Level, change the SCRs pictured – ”Patterns in the Sky Lessons 1-2” and “Patterns in the Sky Lessons 3-4” to “Adaptations Lessons 1-3” and “Adaptations Lessons 4-6”
29. Grade 3: SE/TE p. 277, Planet Data Table, header, change “miles” to “kilometers”
30. Grade 3: SCR (Bouncing, Bending and Scattering) p. 12, put paragraph 4 as paragraph 2.
31. Grade 3: TE p.11, Interpret Visuals, change “measuring cup” to “graduated cylinder”
32. Grade 3: SE/TE pp. 72-73, paragraph 2 should read “When you close the lid and push the spring down, you store energy in the spring. When you turn the crank, it releases the lid, causing the spring to unwind and the toy moves.”
33. Grade 3: TE p.249, Cause and Effect, change ”…do have enough food.” to “…do not have enough food.”
34. Universal edit – Grade 3: SE/TE p. 18, “graduated” should always be “graduated cylinder”

Grade 4

1. Grade 4: SE/TE pp. 10 & 11, change “If one breaks happens, tell your teacher or another adult right away.” to “If one breaks, tell your teacher.”
2. Grade 4: SE/TE p. 44, change “If the results aren’t the same, they can find a fix any mistakes.” to “If the results aren’t the same, they can find and fix any mistakes.”
3. Grade 4: SE/TE p. 69, short circuit, change “A break or flaw in a circuit” to “A flaw in a circuit that allows a large current to flow through”
4. Grade 4: SE/TE p. 73, the bottom diagram needs switch

5. Grade 4: SE/TE p. 74, need a definition of open circuit, it doesn't occur anywhere in text. Add definition: "Open circuit, (n). A circuit where a break exists in a complete conducting pathway."
6. Grade 4: SE/TE p. 119 (Illustrations), instructions are not clear. The magnet should be taped on the bottom close to the wire instead of on top as shown in diagram.
7. Grade 4: SE/TE p. 237, Writing, 2nd sentence, change "vYour" to "Your"
8. Grade 4: SE/TE p. 241, interdependence, change "depending" to "dependence"
9. Grade 4: SCR (Electricity and Magnetism, Lessons 1-3) p. 11, diagram of filament, change "holds back" to "reduces"
10. Grade 4: SCR (What is Electricity?) p. 9, diagram: reverse direction of all arrows
11. Grade 4: SCR (What is Electricity?) p. 12, change "There are also materials that do not carry electricity and do not stop it." to "The amount of current is limited by the material."
12. Grade 4: SCR (Habitats and Adaptations) p. 5, "If there were too many mice, they would ear…" change "ear" to "eat"
13. Grade 4: SCR (Amazing Ecosystems) p. 9, delete last paragraph
14. Grade 4: SCR (Amazing Ecosystems) p. 14, "No ecosystem is defined its amount of rainfall…" Add "by" after defined.
15. Grade 4: SCR (Reshaping the Land) p. 3, caption, change "river" to "ocean"
16. Grade 4: AG p. 52, Question #1, "Which is a not a decomposer?" Remove the "a" after "is".
17. Grade 4: SCR (Smoky Mountain Mystery) p. 12, Food chain: arrows need to go opposite way to show the flow of energy from producer to first and second consumer. Arrows need to point toward right.
18. Grade 4: SCR (The Rock Cycle) p. 4, caption, delete ", as the photo on p. 3 shows,"
19. Grade 4: SE/TE p.311, Picture of California Statehouse is incorrect. It does not depict the California State Capitol building. Replace with picture of the California State Capitol building.
20. Grade 4: SE/TE p. 57, delete "the" in third paragraph.
21. Grade 4: SE/TE p. 282, #6, add a space between "using" and "hardness"
22. Grade 4: SCR (The Pull of Magnets) pp. 14-15, CD player – same picture and caption, delete CD player on page 15.
23. Grade 4: SCR (Ecosystems, Lessons 3-4) p. 4, caption, change "sphids" to "aphids."
24. Grade 4: SCR (Ecosystems, Lessons 1-2). Add the definition of the word "taiga", found in the caption on p.5, to the glossary. "Taiga (n). Moist sub-artic forest, dominated by conifers "as spruce and fir" that begins where the tundra ends."
25. Grade 4: SCR (Electricity and Magnetism Lessons 1-3) p.7, change "The is neutral." to "The balloon is neutral."
26. Grade 4: SCR (Energy for Life and Growth, Lessons 3-4) p. 10, last sentence of caption, replace "is" with "will"
27. Grade 4: AG p. 52, question #1, change "What is a not a composer?" to "What is not a composer?"

28. Grade 4: TE p. 22, Develop Science Vocabulary, change “Remind themof…” to “Remind them of…”
29. Grade 4: TE p. 40, “Grouping”, delete one of the “groups of”
30. Grade 4: TE p. 64, Answer # 3, 2nd sentence, replace “wall’ with “wool sweater”
31. Grade 4: SE/TE p. 103, #22, last sentence, add a space between the words “drive” and “because”
32. Grade 4: SCR (What is Electricity?) p. 16, change second “resistance” to “potential energy”
33. Grade 4: TE p. 183, Draw Conclusions #2, standard should be “2.b” not “2.a”
34. Grade 4: SE/TE pp. 186-187, food web on p. 187 doesn’t have a small fish it has a crustacean. Doesn’t match text on p. 186, 2nd column, 2nd sentence, to illustration. Add a small fish to the illustration.
35. Grade 4: SE/TE p. 204, Question #9, no correct answer given. Add an answer “E. None of the above.”
36. Grade 4: TE p. 257, “Expected Results”, change “bacteria” to “microorganisms.”
37. Grade 4: SE/TE p. 277, figure, top group of rocks, no “galena” is found in figure – match text with figure
38. Grade 4: TE p. 277, #14, last sentence, delete second “streak is”
39. Grade 4: SE/TE p. 291, figure, caption says sandstone is a “medium-grained” rock. The text says sandstone has “large grains.” Match text with figure.

Grade 5

1. Grade 5: SE/TE p. 66, “The combination CH_4 is methane, also known as natural gas.” change to “natural gas is mostly methane”
2. Grade 5: SE/TE p. 95, #11, the sentence, “Methane is another name for natural gas.” is not correct, delete
3. Grade 5: SE/TE p. 96 (Distribution of Water on Earth), 1% available fresh water. 97% is sea water. “Water, water everywhere…add 97% is sea water.”
4. Grade 5: SE/TE p. 96, change “…found in lakes and rivers” to “…found in lakes, rivers, and groundwater.”
5. Grade 5: SE/TE p. 96, “What would happen to a lake in winter if ice didn’t float.” Add question mark.
6. Grade 5: SE/TE p. 99, 2nd sentence, replace “All” with “Many” – the sentence should read: Many elements except the artificial ones are found in Earth’s crust.”
7. Grade 5: SE/TE p. 108, last paragraph, 3rd sentence, change “Most metals in nature are found in minerals called ores.” to “Most metals in nature are found in ores which contain minerals.”
8. Grade 5: SE/TE p. 123, change “NaCL” to “NaCl”
9. Grade 5: SE/TE p. 228, 2nd column, first sentence, change “gas” to “gaseous”
10. Grade 5: SE/TE p.132, diagram #2: Periodic Table, there should be no gap in the middle
11. Grade 5: SE/TE p. 269, replace the definition of “air pressure” with this definition: “The weight of the atmosphere pushing on a given square unit area of the earth’s surface.”

12. Grade 5: SE/TE p. 272, change “This means that air pressure, or the weight of air in the atmosphere, is greatest at sea level.” to “The weight of air in the atmosphere in one unit area is greatest at sea level.”
13. Grade 5: SE/TE p. 277, #25, Add “counter clockwise” to the sentence: “As the paper spins on the turntable **counter clockwise**, try to draw a straight line from the center of the turntable to its edge.”
14. Grade 5: SCR (Elements and Compounds, Lessons 1-3) p. 2, connect periodic table.
15. Grade 5: SCR (Elements and Compounds, Lessons 1-3) p. 14, change “Elements near each other in the periodic table are alike.” to “Elements in columns in the periodic table are alike.”
16. Grade 5: SCR (Elements and Compounds, Lessons 1-3) p. 17, change “Silicon is not as strong as metal.” to “Silicon is less malleable than metal.”
17. Grade 5: SE/TE p. 62, “An element’s properties come these particles combined.” change to “An element’s properties are created when these particles combine.”
18. Grade 5: SE/TE p. 287, 2nd column, 2nd to last sentence: “Australia has dry than normal weather.” change “dry” to “drier”
19. Grade 5: TE p. 57A, Scaffolding Inquiry, Option 1, 2nd sentence, take out extra space in “Display”
20. Grade 5: SCR (Elements and Compounds, Lessons 4-5) p. 16, 2nd paragraph, 3rd sentence: “They masses will be the same.” change “They” to “The”
21. Grade 5: SE/TE p. 156, caption under photo of crayfish, change “insect’s” to “crustacean’s”
22. Grade 5: SE/TE p. 365, phases of moon, change “cresent” to “crescent”
23. Grade 5: SCR (The Water Cycle Lessons 2-3) p. 3, Aqueduct is not a California aqueduct, it is from France. Replace picture with California aqueduct.
24. Grade 5: SE/TE p. 11, last sentence, delete the word “orbit”
25. Grade 5: TE p. 49, Key Science Concepts, add “methods or procedures”
26. Grade 5: TE p. 54, #12, replace “graduate” with “measuring cup”
27. Grade 5: TE p. 55, #14, answer should be “The information is organized by the criteria to help see patterns and interpret information.”
28. Grade 5: SE/TE p. 56, Launch the Big Idea, change “Conpounds” to “Compounds”
29. Grade 5: SE/TE p. 63, 1st column, 4th line, change “prtons” to “protons”
30. Grade 5: SE/TE p. 161, the caption does not match the bar graph, delete the heading “Math in Science Interpret Data” and the caption below it.
31. Grade 5: SE/TE p. 172, the line for the stomach label leads to the liver, redraw the line to lead to the stomach
32. Grade 5: SE/TE p. 183, last paragraph, 2nd sentence, change “calledd” to “called”
33. Grade 5: TE pp. 192, Teach-Time: 20 minutes, experiment will take at least 60 minutes, clarify time for procedure
34. Grade 5: TE p. 219, Question #17, answer key should be in the form of a question. Question #17 asks students to develop a testable question so the answer must be a question.

35. Grade 5: SE/TE p. 232, Question #8, no appropriate answer. Needs a correct answer: change “season” to “evaporation”.

Grade 6

1. Grade 6: SE/TE p. 211, picture caption: “A ball that is at rest has potential energy.” delete, this is incorrect.
2. Grade 6: SE/TE p. 216, change “The warmer an object is, the more infrared waves it gives off.” to “Warmer objects give off more energetic infrared waves.”
3. Grade 6: SE/TE p. 272, change “(^{0}750^{0}F)” to “(750^{0}F)." Remove underlined degree symbol in front of 750.
4. Grade 6: SE/TE pp. 324-325, delete “Woodpeckers the day.”
5. Grade 6: SE/TE p. 12, 5. Critical Thinking, change second “dependent variable” to “independent variable”
6. Grade 6: TE p. 54, Teach Time, change “20 minutes” to “40 minutes”
7. Grade 6: SE/TE p. 77, picture “Layers of Earth,” labels are confusing due to color and closeness. Make a clearer distinction between the Earth’s layers.
8. Grade 6: SE/TE p. 101. Insta-Lab, picture doesn’t match description: “…spines facing each other.” Flip books so spines are touching.
9. Grade 6: TE p. 105, Critical Thinking, change “arth s” to “Earth’s”
10. Grade 6: TE p. 105, Level strategies, change “elp” to “Help”
11. Grade 6: TE p. 105, Below grade level, change “ave” to “Have”
12. Grade 6: TE p. 105, On-Level, change “organi er” to “organizer” and “ma or” to “major.”
13. Grade 6: TE p. 105, Advanced, line 1: change “ma or” to “major” and “ones” to “zones”, line 3: change “ma or” to “major” and “ones” to “zones” “ave’ to “ Have”, line 4: change “one” to “zone” and “e ample” to “example”, line 6: change “ave” to “Have”, and line 7: change “e plains” to “explains”
14. Grade 6: TE p. 117, #20 Main Idea and Details, incomplete sentence: “The range is from minor earthquakes, which are about 2.0 on”, finish the sentence.
15. Grade 6: SE/TE p. 117, change “The scale uses the amplitude of the earthquake’s waves to an earthquake’s energy…” to “The scale uses the amplitude of the earthquake waves to estimate an earthquake’s energy…”
16. Grade 6: TE p. 322, annotation arrow #11 is in wrong place, move to the last paragraph in the 2nd column
17. Grade 6: TE p. 340, #17 Interpret Visuals, the list of “producers” and “primary consumers” does not coincide with the picture in the SE, there isn’t algae, duckweed, pond weed, mayflies, or dragonflies in the picture.
18. Grade 6: TE p. R93, Table of Contents, Correlations, change page number from “R117” to “R120”
19. Grade 6: Please put a definition for binoculars in the SE/TE glossary and picture cards.

Publisher: **Holt, Rinehart and Winston**

Title of Program: ***Holt California Science: Earth, Life, and Physical Science* ©2007**

Grade Level(s): **6, 7, 8**

Program Components

Holt, Rinehart and Winston's *California Science: Earth, Life, and Physical Science* ©2007 includes a Student Edition (SE), Teacher's Edition (TE), Standards Review Workbook (SRW), Interactive Reader and Study Guide (IRSG), Chapter Resource File (CRF) (includes Lab Datasheets A, B, C, Vocabulary and Section Summary A, B, Science Skills Activity), Student Edition CD-ROM (SE-CD), Premier Online Edition (POE), Live Link® Online Reading Help, Interactive Reader and Study Guide Answer Key, Study Guide A, Study Guide B, On Course Mapping Instruction with Lesson Plans for Universal Access, Multilingual Glossary, Strategies for English Learners, Section and Chapter Reviews, Standards Review Transparencies, Standards Review Workbook Answer Key, Brain Food Video Quizzes (VHS, DVD), Chapter Resources, Additional Transparencies, Teaching Transparencies, Holt Anthology of Science Fiction, Holt Science Skills Workshop Reading in the Content Area, Teacher's Edition Holt Science Skills Workshop Reading in the Content Area, Science Kit® Consumable, Science Kit® Non-consumable, Holt Forensic Science Kit, Chapter Resources CD-ROM, Visual Concepts CD-ROM, Transparencies CD-ROM, Lab Videos (VHS, DVD), and Lab Generator CD-ROM.

Recommendation

The Curriculum Commission recommends Holt, Rinehart and Winston's *California Science: Earth, Life, and Physical Science* ©2007 for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in a sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies that teachers can use to determine students' entry level skills, offers multiple measures of the individual students' progress, and provides answer keys for all student resources.

Universal Access

The program is accessible to all students, including advanced learners, English

learners, and students whose reading, writing, listening, and speaking skills are below grade level.

Instructional Planning and Support
The program provides lesson plans, strategies for informing parents and guardians about the science program, and suggestions on how to present the content.

Edits and Corrections
The following edits and corrections must be made as a condition for adoption:

Grade 6

1. SE/TE p. 10, “When the piece is played, the trombone sounds like the tension that builds up inside Earth before an earthquake.” Replace “tension” with “stress” or “force”.
2. SE/TE p. 96, Figure 7, replace the picture with the one from Grade 8, p. 110, Figure 1
3. SE/TE p. 171, “Producing biomass also requires...” Replace with: “Some types of biomass production can require...”
4. SE/TE p. 206, “Compression is stress that pushes rocks together.” Replace “Compression” with “Contraction.”
5. SE/TE p. 206, Figure 3, “Normal Fault: When rocks are pulled apart because of tension, normal faults form.” Replace “tension” with “extension”. Also in text, “Normal faults usually form where tectonic forces cause tension. Tension is stress that pulls rocks apart.” Replace “tension” with “extension” in both cases.
6. SE/TE p. 207, “Strike-slip faults usually form where tectonic forces cause shear stress.” Replace with, “Strike-slip faults usually form where tectonic forces cause slip parallel to the Earth’s surface.” Also, in “Standards Check,” replace “Compare the types of stress that form the three main types of faults.” with “Compare the conditions that form the three main types of faults.”
7. SE/TE p. 207, “When rocks are pushed together by compression, reverse faults form.” Replace “compression” with “contraction.”
8. SE/TE p. 208, “When continents collide, compression folds and uplifts the rock.” Replace with: “When continents collide, the crust folds and uplifts.”
9. SE/TE p. 208, “These mountain form when tension causes large blocks of Earth’s crust to drop down relative to other blocks.” Replace with: “These mountains form....”
10. SE/TE p. 224, question 7, answer C, change “tension” to “extension”
11. SE/TE p. 224, question 7, answer D, “Their orientation has been changed by compression along the San Andreas fault system.” Replace “compression” with “contraction.”
12. SE/TE p. 233, “As plates pull away from one another, tension causes the lithosphere to break into a series of fault blocks.” Replace “tension” with “extension.”

13. SE/TE p. 234, “The shear stress causes the rock to break into a series of blocks.” Replace “The shear stress” with “These lateral displacements.” Also, “Rocks that are deep below Earth’s surface tend to react to shear stress by folding rather than breaking.” Replace “shear stress” with “these displacements.”
14. SE/TE p. 270, “At divergent boundaries, tensional forces pull two tectonic plates away from one another.” Replace with, “At divergent boundaries, plates move away from each other.”
15. SE/TE p. 631, glossary, “tension”, scientific meaning: “stress that occurs when forces act to stretch an object”; change to “extension,” and relocate under “element.”
16. SE/TE p. 682, Index, replace “compression” with “contraction”
17. SE/TE p. 693, Index, San Andreas entry, replace “compression in,” with “contraction of”
18. SE/TE p. 694, Index, delete “shear stress” entry
19. Study Guide A, p. 87, “Normal Faults,” change “tension” to “extension”; remove question 20, and answer “shear stress”
20. Study Guide A, p. 88, question 25, “What type of mountains are formed when tension causes large blocks...” Replace “tension” with “extension.”
21. Study Guide B, p. 87, question 11, replace “tension” with “extension”; question 12, replace “compression” with “contraction”; question 13, replace current text with, “When forces cause rock to break and slip parallel to Earth’s surface, they create a”
22. Study Guide B, p. 88, question 20, replace “tension”, with “extension”
23. Visual concepts CD-ROM and Web site, Chapter 6, Links for “Plate Tectonics”, “Types of faults”, reverse, normal and strike slip fault buttons. Voice over text associated with "buttons" for normal, reverse and strike-slip faults. The figure-illustrating button and the animation of a strike-slip fault should be replaced with an example where the fault plane is near-vertical.

    a. “Normal faults form along divergent boundaries where the crust is being pulled apart due to tensional stress...” Replace "tensional stress" with "extension due to stress."
    b. “Compression forces that push rocks together can cause a reverse fault...” Replace "Compression forces that push rocks together" with "Contraction in the crust."

Grade 7

24. Standards Review Workbook, p. 73: question 6, answer C, change “am” to “an”
25. SE/TE p. 111, standard 7.1.d, “What It Means”, replace “Chloroplasts turn energy from the sun into sugars and oxygen,” with “Chloroplasts use energy from the sun to produce sugars and oxygen.”
26. SE/TE p. 150, Figure 3, include a light blue connection between the mitochondrion in the plant cell and the large image of the mitochondrion, exactly as currently exists from the animal cell.

27. SE/TE p. 312, “Key Concept”, replace, “Natural selection explains how populations adapt to changes...” with “Natural selection explains how populations become adapted to changes...”
28. SE/TE p. 312, paragraph 2, “Over time, a population may evolve new adaptations to survive in its environment.” Replace with: “Over time, a population may evolve new adaptations which enable it to survive in its environment.”
29. SE/TE p. 314, paragraph 1, “Over time, the new population adapts to its new environment.” Replace with: “Over time, the new population becomes adapted to its new environment.”
30. SE/TE p. 317, delete “Figure 6” illustration and caption. Delete the following sentences, “Figure 6 shows a forest that was harvested for timber. The trees that many living things once depended on for food and shelter are gone.”

Grade 8

31. SE/TE p. 467, “Because Faber and her team at UCSC were in charge of the Wide Field Planetary Camera, a device on Hubble, they decided to use the camera to test the telescope and determine what was wrong.” Replace with, “Because Faber was part of a team in charge of the Wide Field Planetary Camera, a device on NASA’s Hubble, they decided to use the camera to test the telescope and determine what was wrong.”

Publisher: **Houghton Mifflin Company**

Title of Program: ***Houghton Mifflin California Science* ©2007**

Grade Level(s): **K–6**

Program Components

Houghton Mifflin's *California Science* ©2007 includes a Pupil Edition (PE), Big Book (BB), Directed Inquiry Activity Cards (DI), Teacher's Edition (TE), Picture Cards (PC), Study Guide (SG), California English Learners' Resources (EL), Leveled Science Independent Books, Leveled Readers with Teacher Resources, California Science Notebook, Professional Development Handbook, Unit Resource Folders/BLMs, Picture Cards (PCard), Vocabulary Card (VCard), Equipment Kits, Try It Yourself Manipulative, California Science Safety Kit, Lesson Planner CD-ROM, e-Book Pupil Edition CD-ROM (e-PE), e-Book Pupil Edition Online (e-PE Online), e-Book Teacher's Edition (e-TE), Teacher Resource Package (TRP), Audio Student's Book, National Geographic Content Videos, Interactive Lab Videos on CD-ROM, Lab Videos in VHS/DVD, Discover More! Simulations CD-ROM, Science Songs Audio CD, and eduplace.com Internet Website.

Recommendation

The Curriculum Commission recommends Houghton Mifflin's *California Science* ©2007 for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections
The following edits and corrections must be made as a condition for adoption:

Overall

1. All SEs and TEs, K-6, “PS” abbreviation needs to be changed to “SDP” in every grade level on unit dividers. (Mathematics standards)

Kindergarten

2. TE p. 78, Background. Change “Continental Drift Theory” to “Plate Tectonics Theory”

Grade 1

3. Teacher’s Guide p. 2, Using Your Safety Senses. Change definition for “ray” to “heat wave from the sun.”
4. TE p. 38i, Green Helpful Hints. Incomplete sentence: “Remind children that some animals…avoid death.”
5. TE pp. 94, 262, 268, Alternate Inquiry. Typos/computer errors (“PDF finall”). Check across all grades.
6. SG p. 84. Change word “uncook” to “restore” – definition of restore is to change something back (grammar).
7. Teacher’s Guide Language Support Reader p. 1:
   - Mixing Things. Currently says, “Mixing Things demonstrates how liquids with the same density can be combined but liquids with varying densities cannot.” Change to: “Mixing things demonstrates how some liquids can be combined but some liquids cannot.”
   - Background. Change first sentence to “Oil and water cannot mix. Oil floats on water.”
   - The book illustrates this idea by showing 3 experiments with liquids.
     - pp. 2-3 label the pitcher of water as “water”
     - p. 5 Mixing Things: label is paint – replace “green” with “paint”
     - pp. 7-8 Mixing Things: label “syrup” and “milk”
8. Teacher’s Guide Leveled Science Reader p. 2, Ben Franklin: Scientist, Key Vocabulary. Definition of spark: “a small bit of burning material, p. 12.” Delete “spark” and its definition for consistency with student reader.
9. Leveled Readers (TE), Where Is the Sun?, p. 1, Background for the Teacher. “The Earth rotates…” Change to “The Earth revolves…”

Grade 2

10. TE p. 169. Strand “Life Science” title needs to change to “Physical Science” in red bar.
11. SG p. 62. Currently reads: “a pulley changes…” (Inexact language), change to a “single pulley.”
12. SG p. 61, Question 1. Change to: “This machine changes the direction of a force.” Delete “but not its strength.”

13. Unit Resource p. 259, Question 3. Change to: “Which magnet pairs will repel?” Question 4, change to: “Which magnet pairs will attract?”
14. Leveled Reader (TE) pp. 4-6, Life in the Arctic. Change “artic” to “arctic”.
15. Leveled Reader (TE) p. 2, Jane Mount Pleasant. Current definition: “Someone who studies and has expert knowledge of some type of science.” Change to Webster’s dictionary definition: “A scientific investigator.”
16. TE p. 254. Bakerville should be Bakersfield in map insert.
17. TE pp. 47, 53. Directed inquiry visual in TE are exactly the same. Change to the “Triops stage” visual. Student edition is correct.
18. TE p. 200, Background Box, 3rd Bullet. States: “The slope of the track’s dips is calculated to increase the gravitational pull on the cars. The steeper the slope, the greater the gravitational pull and the greater the car’s acceleration.” Change to “The slope of the track’s dips is calculated to increase the acceleration of the cars. The steeper the slope, the greater the car’s acceleration.” 4th bullet states, “When the car is upside-down at the top of the loop, centripetal force pulls the riders upward.” Change to “pushed the riders downward.”
19. TE p. 208, Friction. Picture titles are “cement, gravel, grass”. Change to “smooth, rough, rougher.”
20. TE p. 209, Scaffolded Questioning. “Would it be more difficult to ride a bicycle on a dirt road or a paved road?” Possible answer, “This causes friction and makes the ride less smooth.” Remove “…causes friction and… New, “This makes the ride less smooth.”
21. TE p. 34, Vocabulary, Definition of Gravity. Change to reflect wording used in Framework/Standards 1.e. “Gravity is a force that causes objects to fall to the ground unless something holds them up.”
22. TE p. 70, Math Mini-Lesson, Practice. “How many dogs and cats are in the population together?” Change all four occurrences of “population” to “community” in the Math Mini-Lesson.
23. TE p. 100, Scaffolded Questioning. “Explain that due to gravity, Earth’s pull is stronger than that of water. Gravity is what pulls water downhill.” Remove “due to gravity, Earth’s pull is stronger than that of water.” Change to “Explain that gravity is what pulls water downhill.”
24. Leveled Reader (TE) p. 1, Food for You. Background for the Teacher. ~~When food containing a single calorie is burned, it raises~~One calorie of energy can raise the temperature of one gram of water by one degree Celsius. When we talk about one dietary Calorie in food, we mean one thousand regular calories. ~~It is how we measure~~Energy is in both the dietary ~~c~~Calories we consume in food and the calories we expend in movement.
25. Leveled Reader (TE), My Weather Station, p. 1, Background for the Teacher. ~~The first weather stations were set up by the Soviets…~~ [Delete first bullet – weather stations have existed since the 18th and 19th centuries]
26. Leveled Reader, Nana’s Tomato, Growing Tomatoes p. 4. [Line 6] A plant about five inches (~~10.7~~ 12.7 cm) tall is in each pot.

Grade 3

27. TE p. 34, Background, 2nd Bullet. Currently reads: “2 cm of rainfall.” Change to “less than 25 cm of rainfall.”
28. PE/TE p. 34, Links for Home and School. Currently reads: “This map shows the location of the 5 biomes.” Change to “of 5 biomes.”
29. TE p. 104, Background. Currently reads: “8-10 meters”. Change to “8-10 centimeters.”
30. TE p. 142, Math Mini-Lesson, Apply Section. “How many times would we have to add an inch before we reach 1,000?” Teacher answer is “11 times.” Should be “3 more times.”
31. TE p. 226, Background, 3rd Bullet. Remove 2nd sentence (If ice is squeezed, it will eventually become a super-cooled liquid).
32. Independent Books Challenge Level p. 6, Prisms and Rainbows, 3rd Paragraph, 2nd Sentence. Reads: “Red light refracts less than the other colors so a rainbow always is red at the bottom. Violet light bends the most, so it is the color you will see at the top of the rainbow.“ Red and violet need to be interchanged to read, “Violet light refracts less than the other colors, so a rainbow always is violet at the bottom. Red light bends…”
33. Independent Books Challenge Level p. 7, Prisms and Rainbows, Illustration. The picture of light spectrum labels needs to be reversed. Change “light reflected” to “light refracted” and vice versa. Check the accuracy of color sequence. Eliminate crossover within raindrop.
34. Leveled Independent Books p. 4, Women Inventors. Reads: “England’s King George I gave Masters much praise or her invention.” Change “praise or” to “praise for”
35. Leveled Independent Books, Cover and pp. 1, 3, Mars, Our Closest Neighbor. Venus is our closest neighbor. Need to change title.
36. California English Learner’s Resources p. 124, Under “Parts of a Wave”, 2nd Sentence. “This is a picture of a sound wave.” Delete “sound”.
37. SG p. 19, Part C, Question 3. “New kinds of plants can grow where they have never grown before.” Answer could be either “help” or “harm”. Make both answers acceptable.
38. TE p. 52, Alternate Inquiry, 3rd Bullet. Question states: “Why can birds fly when their feathers are wet with water, and not when wet with oil?” Answer states, “Oil is heavier than water and weighs the bird down making flying difficult.” Delete “is heavier than water”. New: “Oil weighs the bird down making flying difficult.”
39. PE/TE p. 95, Test Practice. “The fossil of an extinct ancestor of the pigeon has many of the same traits as the modern pigeon. This animal most likely lived ____ years ago. Change answer choice C from “2 million” to “200 million” and choice D from “3 million” to “3 billion.” Answer for TE should be “B, 1 million”, not “A, 200”.

40. PE/TE p. 103, Chapter Review, Question 8. Currently reads: “Which of the following may not happen when an environment changes?” Take out “not” to read, “Which of the following may happen when an environment changes?” Change D to “all of the above.”
41. TE p. 103. Typo in TE, need to finish answers to questions 9 and 10.
42. TE p. 105a, Lesson 3, 4.b. Change “fur-week” to “four-week”.
43. TE p. 144, Math Estimates, #3. “Round the total number of known moons in our solar system to the nearest hundred.” Answer shown is “300”. Change to “200”.
44. TE pp. 146-147, Inquiry Skills, #16. “Suppose you look through a telescope at Jupiter and see its Great Red Spot facing Earth. Predict whether or not you would see the Great Red Spot in the same position each time you looked at Jupiter.” Answer should be “no, you’re not.”
45. TE p. 153, Directed Inquiry, Explain Conclusion. Question reads: “Did the shadow’s length change by the same amount each hour?” Answer should be “no”.
46. TE p. 171, Scaffolded Questioning, Deduce. “The Moon is full tonight, and your friend says he saw a full moon last week, too. Is he right?” Answer: “No, if the Moon is full now, it must have been either waxing or waning last week.” Delete “or waning”.
47. TE p. 193, In This Unit. Change “matter can exit” to “matter can exist”.
48. TE p. 203, Scaffolded Questioning, Retell. Question says: “Which has more, atoms in a single grain of sand or the number of people on Earth?” Change answer to reflect there ARE more atoms in a grain of sand than people on earth.
49. PE/TE p. 273, Classify. Question says: “What form of energy does a moving guitar string produce? Answer says: “moving guitar string has mechanical energy.” Change to “sound energy.”
50. PE/TE p. 283, Test Practice. Question says: “The type of energy stored in batteries is _____.” Change answer C to “chemical” to make it the correct answer.
51. Unit Resource A p. 11, Chart, 5th Cell. Cause reads: “People build houses on animal habitats.” Effect, change “become extinct” to “may leave or die” so that it reads, “The animals may leave or die.”
52. Unit Resource B p. 78, Checking Main Ideas. Item 8 reads: “closest to the Sun.” Answer shown is “Venus”. Change to “Mercury”.
53. Unit Resource B p. 78, Question 11. Refers to diagram: “At which position of the Moon would people on Earth see a quarter moon?” Change correct answer from C (“3”) to D (“4”).
54. Unit Resource B p. 135, Question 12, Predict. Change “You see a crescent moon” to “You see a waxing crescent moon…” This makes for one answer instead of two possible answers.
55. Unit Resource C p. 173, 6a. Typo—“izza” should be “pizza”.
56. Unit Resource C p. 185, Question 6. “What form of matter is copper?” Both B (a metal) and C (an element) are correct answers.

57. Unit Resource D p. 202, Question 9. Currently says, “How are sound waves different from light waves?” Change to “How are sound waves and light waves the same?” With this change, answer A remains the correct answer.
58. Unit Resource D p. 204, Question 15. “How can you tell a chemical change occurred?” Change answer A to: “The matter has been restored” instead of “has been cooked.”
59. Unit Resource D p. 207, Question 29. “What makes up the solar system?” To answer D, add Sun so it reads “Sun, planets, moons, and objects that orbit the Sun.”
60. Unit Resource D p. 231, Question 8. “What changes electric energy to sound energy?” Change answer A from “a radio wave” to “a radio in use.”
61. Leveled Reader (TE) p. 1, Nana’s Tomatoes. Background for the Teacher. In the process of photosynthesis, green plants capture sunlight and use it to convert ~~minerals, water, and~~ carbon dioxide and water into simple sugars and oxygen ~~and energy~~.

Grade 4

62. TE p. 16. Question: “Explain why a temperate forest ecosystem can support so many kinds of plants and animals.” Answer: “The nonliving conditions in a temperate forest provide many kinds of plants and animals to meet their basic needs.” Replace “kinds of” with “things.”
63. PE p. H26, TE pp. 24, 5, T61. Change definition of desert from “a hot, dry ecosystem with sandy soil” to “a dry ecosystem with sandy soil.”
64. PE/TE p. 33, Caption for Dolphin. Change “jellyfish” to “jellies” to match PE ITE p. 36.
65. PE/TE, p. 245. Change units “4,000 km” to “4,000 feet”.
66. TE p. 264, Art Link, 5th Bullet. “Metallic minerals such as gold, silver, and platinum are used for decoration and jewelry. Part of what makes these minerals desirable is the fact that they do not mix or react with other substances.” Delete word “silver” due to higher level or reactivity.
67. TE p. 265. Student page picture is incorrect in TE. Put PE picture in TE.
68. PE/TE p. 292, 2nd Paragraph. “Your clock, lights, water heater, stove, and microwave are all electrical devices.” Delete word “are all”. Replace with “may be.”
69. TE p. 295, Guide the Reading under Apply. Delete “Electricity is changed to light in a computer screen.” Answer, delete first sentence, “When light is produced from electricity, heat is also produced.” Replace it with “When electricity is used, heat is also produced.”
70. TE p. 299, Background Section, 3rd Bullet. “When all the cells combine their change, they can produce about five times as much electricity as an electric outlet (about 120V) in a house.” Add to end of sentence “…for a moment.”
71. TE p. 299, Teach from Visuals, Analyze Data Section. Change “558-1/2” to “about 400” to be consistent with speech bubble in illustration.

72. PE p. 300, Math, Question 2. Answer should be “900 watt hours” not “900 watts”.
73. PE p. 300, Math, Question 3. Answer should be “10,000 watt hours” not “10,000 watts”.
74. TE p. 305, Writing Journal, Lesson 2. “In Earth’s iron core, the atoms are lined up in the same direction producing a magnetic field.” Change to “Motions in Earth’s iron core produce a magnetic field at the Earth’s surface.”
75. TE p. 333, Informal Assessment, Question 1. Change “600 watts” answer to “600 watt hours”.
76. PE/TE p. 335, 1st Paragraph, Last Sentence. Insert “minimal” so it reads “This energy source produces minimal pollution.”
77. PE/TE p. 342, #3. “Which material will provide the most resistance?” Change answer A from “a poor conductor” to “a superconductor” (incorrect) to make C the only correct answer.
78. Teacher’s Guide, Science Leveled Readers p. 1, Timeline of Electricity, Background, 2nd Bullet, 2nd Sentence. “The material that gains electrons has a positive charge; the material that loses electrons has a negative charge.” Switch words “positive” and “negative” to make sentence correct.
79. Unit Resource B p. 81. Under “animals that eat the plant” change frog to fish.
80. Unit Resource B p. 91, #18. Question: “What would probably happen in this desert food web if the snake were removed from the ecosystem” Answer: “The rabbit, mouse, and grass populations would grow.” Change to: “The rabbit and mouse populations would grow.”
81. Unit Resource C p. 119, #17. In the graphic image, the magma should not look like a ball of magma, it should be shown as a flow.
82. Unit Resource C p. 153, #3. “What happens during an earthquake?” B, “a mudslide moves down a hillside” is incorrect. Change to C, “Rocks move suddenly along a fault.”
83. Unit Resource D p. 201, #24. “Most power cords are made of metal wires covered by rubber or plastic. Why should you throw away a cord if its covering is cracked?” Answer, “The covering is an insulator. The electric current that runs through the wires inside can escape if the insulator material is cracked. This can cause injury or a fire.” Change answer to “…the electric current that runs through the wires inside the covering can cause injury or a fire if the insulator material is damaged.”
84. Unit Resource D p. 208, #7. “How does this instrument work?” Answer choice A is correct, “The north-seeking compass needle turns until it points to Earth’s magnetic north pole.” Answer D is also correct. Change D to make it incorrect, e.g. “South seeking needle points east.”
85. Unit Resource D p. 209, #15. “What can animals provide for plants?” Replace animals with decomposers.” Revised question reads, “What can decomposers provide for plants?” Change the word “food” to “nutrients” in answer A to make it correct. Indicated answer B (protection) is incorrect.

86. Unit Resource D p. 210, #16. “Which adaptation does this walking stick use? Change answer key from A (Camouflage) to D (mimicry) to indicate a correct answer.
87. Unit Resource D p. 216, #1. “What is an electric charge in matter?” Answer A, “a unit of electricity carried by an atom.” Delete “carried by an atom.”
88. Unit Resource D p. 217, #7. “What happens when the circuit shown is closed?” Replace “closed” with “opened” to make answer A correct.
89. Unit Resource D p. 239, Procedure, 3rd Sentence. ”To decide if the stroked object became a magnet, see if the object is attracted to the magnet.” Change last word “magnet” to “a paper clip” to make their statement correct.
90. TE p. 37, Background, 2nd Bullet. “Antarctica is surrounded by water and divided by two mountains.” Change “two mountains” to “a mountain range” 3rd bullet, 4th sentence, “It rarely melts because of the cold temperatures.” Change “it rarely melts” to “Ice and snow on its surface rarely melt…”
91. TE p. 172, Math Mini Lesson, Model Section. “Write that fluorite contains 8 parts fluorite and 1 part yttrium.” Change “8 parts fluorite” to “8 parts fluorine.” In Apply section, “Tell students that another sample of fluorite is 12 parts fluorite…” Change “12 parts fluorite” to “12 parts fluorine.”
92. TE p. 188, Math Mini Lesson, Practice Section. “Have students tell whether the following minerals will form metamorphic or igneous rocks if they are heated to the given temperatures.” Delete choices “Basalt at 900°C (metamorphic)” and “Rhyolite at 810°C (igneous) as answers because they are not minerals.
93. Unit Resource p. 238, #7. “How can you increase the strength of an electromagnet?” A (add more magnetic material) is the incorrect answer. Correct answer should be D (add more batteries).

Grade 5

94. PE/TE p. 30, Caption. “The medical profession uses an extract from the horseshoe crab’s blue, copper-based blood called lysate to test the purity of medicines.” Replace “medical profession” with “medicine manufacturers” and “lysate” to “LAL.”
95. TE p. 95, Dialysis, 2nd Paragraph, 3rd Sentence. “In another method, a drug helps turn tissues in the patient’s body into a simple blood filter.” Change “drug” to “glucose solution.”
96. TE p. 168, Preview, 2nd Bullet. “According to the chart, how many hurricanes hit Florida in 2004?” Delete question. Answer not provided on chart.
97. TE p. 172, Vocabulary, Answer Key #2. “A continuous loop of moving air is called a(n)_____.” Change current answer “fog” to correct answer “convection current”.
98. TE p. 172, Vocabulary, Answer Key # 5. “Clouds form from the ____ of water vapor into tiny droplets.” Change current answer “runoff” to correct answer “condensation”.

99. TE p. 172, Vocabulary, Answer Key # 9. “A narrow, fast-moving stream of water moving through the ocean is a(n)_____. Change current answer “relative humidity” to correct answer “ocean current”.
100. TE p. 172, Test Practice, #11. “The source of drinking water pumped from wells is _____. Change answer C, “runoff,” to correct answer B, “groundwater”.
101. TE p. 105p, Story, 5th Paragraph. Typo “guid” should be “guide”.
102. TE p. 105p, Think aloud Section, 2nd Sentence. Typo, “we” should be “wet”.
103. TE p. 210, Math Mini Lesson, Model. “This equation converts degrees Fahrenheit to degrees Celsius. C = (F - 2) ÷ 1.8”, change ”2” to “32”.
104. TE p. 220, Analyze Data. Answer: “A drought occurred from June to August.” Change “drought” to “least amount of rain occurred”.
105. TE p. 222, Pressed for Time. Finish sentence: “Category 5 hurricanes are the most”.
106. TE p. 240. Check nuclear fusion drawing for accuracy, specifically presence of tritium.
107. TE p. 285, Extend Vocabulary, Right Diagram. Change “properties of metals” to “properties of nonmetals”.
108. PE/TE p. 286, Building Background, 2nd Paragraph, Last Sentence. “The photo shows seven uranium atoms, as pictured by a transmission electron microscope.” Change “transmission electron” to “scanning tunneling” microscope.
109. TE p. 311, Summarize. “What two elements make up all of Earth’s atmosphere?” Change “all” to “nearly all”.
110. TE p. 339, Critical Thinking. “A mixture of water and rubbing alcohol is heated to 100°… After a while, the temperature is increased to 108° C.” Change “100°C” to “78°C”. Replace “rubbing alcohol” with “alcohol.” Change “108° C” to “100°C”.
111. TE p. 339 Think Aloud.
    - “I know that the boiling point for water is 100°C, I know that the boiling point of alcohol is 108°C.” Change 108°C to 78°C.
    - “When I heat the mixture, it reaches water’s boiling point first, and the water begins to turn into a gas” Change water to alcohol.
    - When it reaches rubbing alcohol’s boiling point, the rubbing alcohol begins to turn into a gas.” Change rubbing alcohol to water.
112. PE p. 339, Last Paragraph. Remove “rubbing”, change temperature to “78°C” to match above changes in TE.
113. PE p. 348, Paragraph 4, Sentence 3. Currently states, “Only about 20 percent of that mixture is sodium chloride.” Change to “…98 percent…”
114. TE p. 348, Math Mini Lesson, Teach, 2nd Sentence. Change “acidic” to “basic”.
115. TE p. 366, Background, 1st Bullet. “E = energy, triangle m is the change in mass, and c is the speed of light.” Change “triangle” to “delta”.
116. PE p. 375, Lesson Wrap-up, Visual Summary, 2nd Picture, Last Sentence. Currently says “You often can see the individual parts.” Should be “You can’t see…”
117. PE/TE p. 383, Test Practice. Answer should be A.

118. PE/TE p. 393, Test Practice. Answer should be A.
119. PE/TE p. 398, Question 6. Answer is “density” but it’s not an option. Suggest changing A from “melting point” to “density.”
120. Leveled Independent Books Challenge Level p. 13, 3rd Bullet, Acetylsalicylic Acid, Last Sentence. Change to “Aspirin can irritate some people’s stomachs.”
121. Leveled Independent Books Challenge Level p. 14, 1st Paragraph, Last Sentence. Should read “Bases turn red litmus paper blue and have a pH great than 7.”
122. Leveled Independent Books Challenge Level p. 7, Global Energy, Side Box, Last Paragraph. Add “million” to BTU’s to read “…170 million BTU’s…” and “…30 million BTU’s.”
123. Unit Resource A p. 34, Question 5. Correct answer is B not A.
124. Unit Resource A p. 35, Question 6. Question should be “When Answer should be C if change is made.
125. Unit Resource B p. 77, Question 17. Answer should be C not A.
126. Leveled Readers, Below Level p. 7, Inside Cell. Caption is incomplete, add the following: “…particles move through the cell membrane by diffusion.”
127. Leveled Readers On Level p. 3, Ice Age. 2nd Paragraph, 1st Sentence. Replace “icebergs” with “sea ice”.
128. Leveled Readers On Level p 11, Weather Forecaster, 2nd Paragraph, Last Sentence. Replace “tempreature” with ‘temperature”.
129. PE/TE p. 326, 6th Paragraph. Delete words “or sugar” from last sentence.
130. Leveled Independent Books, Challenge Level: Common Compounds on Earth p. 7. [line 14] The total volume of water on Earth is about 326 million cubic miles. (that is like a ~~square~~ cube that measures ~~326 million~~ 688 miles on each side!)
131. Leveled Independent Books, Challenge Level: Common Compounds on Earth p. 9. [line 4] ~~The simplest~~One simple sugar molecule is glucose, …[line 17] Simple sugar molecules like ~~those of~~ glucose are made of only a ~~few~~ single sugar unit~~s~~. (Explanation: Triose sugars are simpler than hexose sugars. Glucose is a monosaccharide, which is a single “unit” in a polysaccharide.)
132. Leveled Independent Books, On Level: Elements in Your Body p. 10. The symbol for calcium (Ca) needs a lower case letter “A”.
133. Support Readers: Cells, p. 2 [item 8, line 7] ~~They help gather~~ Ribosomes make proteins.
134. SG p. 112. Potassium is not a salt (in list of characteristics and in blue type answer). Suggest potassium chloride as a possible correction.
135. TE p. T5. [Typo in blue oval] Curriculum ~~Intygration~~ Integration
136. PE/TE p. 57. Water enters roots because ~~roots are dryer~~ root cells are saltier than the surrounding soil. The outer walls of roots have specialized cells that keep the water from leaking back out. …Yet root pressure alone ~~is~~ does not ~~strong enough to~~ push much water through ~~an entire~~ the plant. Correct the red text in the right column of TE p. 57. Water enters because the roots are ~~dryer~~ saltier than the soil. Also, same two corrections in Support Readers: Plant

Systems, p. 4 (item 13) regarding water uptake, and top of next page (item 14) regarding root pressure.

137. PE/TE p. 59. ~~Gravity~~ Pressure moves sugar and water up or down through the phloem. ~~Phloem also transports sugar upward.~~ Also, SG p. 19 (20 cm from top) and p. 21, #1 (12 cm from the top)
138. TE p. 81, Under "Safety Notes", add the following: Each student should only work with his or her own saliva as saliva can carry infectious agents. Add to transparency #31, and California Science Notebook p. 15. (Explanation: for example, hepatitis B virus, Epstein-Barr virus).
139. TE p. 392, Math Mini Lesson. This is imprecise because the "mass" at the beginning and end are reported as volumes in mL, as if they were the same. The example could be re-worked by giving the initial mass (e.g. 1280 g) as well as a volume (1250 mL). Then provide an assumption that only water was lost, and that 1 mL of water is 1 g mass. Then 150 ml water = 150 g would have been lost from the 1280 g, and 1130 g would remain (1130+150=1280).

Grade 6

140. TE Cover (vol. 1). Cover states units A and B, actually covers units A, B, and C.
141. TE Cover (vol. 2). Cover states units C, D, and E, actually covers units D and E.
142. Independent Book Challenge Level p. 15, To the Center of Earth, 2nd Paragraph, Last Sentence. Change 3,200 kilometers to 3,200 meters.
143. TE p. 24, Science Coach, 2nd Bullet. "The deepest caves are only 2000 meters…" 1 kilometer should read 2 kilometers or 1.24 miles.
144. TE p. 32, Map Scale. To find the actual distance, multiply this value by 3 km/cm (add cm).
145. TE p. 76, Test Practice, Question 12. Correct answer is D not C.
146. TE p. 126, Test Practice, Question 11. Correct answer is D not B.
147. TE p. 128k, Assessment, 2nd Bullet, Answer. Change "energy" to "heat".
148. TE p. 138, Figure. Clarify legend, labeling is incorrect.
149. TE p. 194, Vocabulary. Use definition from glossary for greenhouse effect.
150. TE p. 207, Illustration for Sea Breeze and Land Breeze. Arrows need to accurately reflect a rising of warm air.
151. TE p. 209, Test Practice. Correct answer is D not C.
152. TE p. 214, Vocabulary, #7. Change sentence to read: "The cool wind blowing from the land at night is called an_____."
153. TE p. 216i, Guiding the Activity, 3rd Bullet. Question should read, "How do you know it may rain?
154. TE p. 251, 1st Paragraph, 3rd Sentence. Spelling error: Monterey Bay.
155. TE p. 292, Question 13. Answer should be A not C.
156. TE p. 293, Flow Chart, Map the Concept. Plant tissue should be "Plant glucose is broken down by respiration to release energy."
157. TE p. 298, Tested Objectives, 1st Bullet. Replace "tropic" with "trophic".
158. PE/TE p. 304, Caption. When a cow eats corn, its body stores up to 10 percent of the corn's energy.

159. TE p. 304, Scaffolded Questioning. Why? Answer: steak.
160. TE p. 304, Calculate. When a cow eats a kernel of corn, what percentage of the energy from the corn is not stored in the cow.
161. TE p. 326, Math, #1. Should read: “non-citizens” instead of “non-civilians”.
162. Unit Resource B p. 57, Unit Test. Answer should be “focus” not “epicenter”.
163. Unit Resource C p. 133, Question 2. Answer should be “d. all of the above”.
164. Unit Resource C p. 133, Question 3. Change to read, “the Sun is highest overhead”.
165. Unit Resource C p. 133, Question 4. Change A to “California is not heated evenly.”
166. Unit Resource E p. 273, Question 8. Change D to “it is non-renewable”.
167. Teaching Resource Kit, Leveled Readers p. 2, In the Days of the Dinosaur, Key Vocabulary. Change definition of embryo to “an animal that has not yet been born.”
168. Leveled Reader: The Reaction We Need pp. 11, 14. Formatting: chemical formulae need subscripts, not superscripts.

Publisher: **It's About Time**

Title of Program: ***Investigating Earth Systems, InterActions in Physical Science***

Grade Level(s): **6, 8**

Program Components

It's About Time's *Investigating Earth Systems* (IES) Grade 6 includes a Student Edition (IES-SE), Teacher's Edition (IES-TE), and California Teacher's Edition CD (IES-TECD). *InterActions in Physical Science* (IPS) Grade 8 includes a Student Edition (IPS-SE), Teacher's Edition (IPS-TE), Videos (V), Simulators, Wall Maps, Unit Lab Kits, Posters, and InterActions Game.

Recommendation

The Curriculum Commission recommends It's About Time's *Investigating Earth Systems* and *InterActions in Physical Science* for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition of adoption:

1. Standard 6-4.b
   Grade 6: IES-SE p. 160, inexact language is used to describe solar labs Station 2: Plants and the Sun's Energy.

Correct Item 1 to read: “At this station, you will have the opportunity to investigate sun’s visible energy …

2. Standard 6-4.b
   Grade 6: IES-TE Vol. 2 p. 39, correct Item 1C to read: “Plants on the Earth need the Sun to survive. Plants use visible sunlight, the major source of energy from the Sun, to make the food they need to live.”
3. Grade 6: IES-SE p. 319, Corona/Sun page number 48 is incorrect. The reference of p. 48 is the California town of Corona. Delete this index page.
4. Grade 6: IES-SE p. 141 and IES-TE Vol. 1 p. 562, delete sentence “You learned that sunlight is radiation that carries energy.” Cannot find any reference to this in earlier material.
5. Grade 6: IES-SE p. 46, picture legend, Cypress viaduct in “Loma Prieta” should be Oakland
6. Grade 6: IES-SE p. 114, sidebar: “Your teacher will need: Access to information about “CA landforms” should be natural disasters
7. Grade 6: IES-TE Vol. 2 p. 493, “two hydrogen atoms” should be “four hydrogen atoms
8. Grade 6: IES-TE Vol. 2 p. 387, ”In some kinds of atoms, the electrons are bound in place” should read “In some kinds of atoms, the electrons are localized”
9. Grade 6: IES-TE Vol. 2 p. 493, “In process called nuclear fusion, two hydrogen atoms…”should be “In process called nuclear fusion, four hydrogen atoms…”
10. Grade 8: IPS-SE p. 145, there is an extra page 145 between 140 and 141
11. Grade 8: IPS-SE p. 403, “density is mass per volume” should be “density is mass per unit volume”
12. Grade 8: IPS-SE p. 614, “two oxygens atoms” should be “two oxygen atoms”
13. Grade 8: IPS-TE Vol. 2 p. 206, equation in step (1) should be:

$$ {}^{1}_{1}H^{+} + {}^{1}_{1}H^{+} \rightarrow {}^{2}_{1}H^{+} + e^{+} + v $$

14. Grade 8: IPS-TE Vol. 2 p. 274, twice they refer to “CaCl”, it is “$CaCl_2$” or just use the name “calcium chloride”
15. Grade 8: IPS-TE Vol. 2 p. 398, reference to “Activity 11 should be to “Activity 3”
16. Grade 8: IPS-TE Vol. 3 p. 48, “Neutral substances are neutral acids nor bases. They usually do not change the color of acide0base indicators. Neural substances in clued pure water…”should read “Neutral substances are neither acids nor bases. They usually do not change the color of acid-base indicators. Neutral substances include pure water…”
17. Grade 8: IPS-TE Vol. 3 p. 48, “The strength of acids and bases is measures…” should be “The strength of acids and bases is measured…”
18. Grade 8: IPS-TE Vol. 3 p. 409, bottom table, “5. keeping track of the atoms – the Number of 0 atoms: 2” should be changed to “the Number of 0 atoms: 4” in both the Reactants and Products
19. Grade 8: IPS-TE Vol. 3 p. 469, “Answers: 3(c) and 4(c)” should be “3(e) and 4(b)”
20. Grade 8: IPS-TE Vol. 3 p. 269, “Earnest” should be “Ernest”

Publisher: **Macmillan/McGraw-Hill**

Title of Program: ***California Science***

Grade Level(s): **K–6**

Program Components

Macmillan/McGraw Hill's *California Science* includes a Flipbook (FB), Teacher's Edition (TE), Activity Lab Book (ALB), Activity Lab Book Teacher's Guide, Assessment, Standards Tests and Intervention, Teacher's Guide to Standards Tests and Intervention, A to Z Activities, School to Home Activities, Photo Sorting Cards, Science on the Go, Floor Puzzles, Literature Big Books, Supplemental Literature Big Books, Leveled Readers, and Supplemental Grade Level Science Readers.

Recommendation

The Curriculum Commission recommends Macmillan/McGraw Hill's *California Science* for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption:

1. Grade 1: TE p. 257, change "A piece of chalk breaks into two pieces." to "A piece of chalk breaks into two equal pieces."
2. Grade 1: TE p. 281, change "The sky is matter" to "The air is matter"

3. Grade 2: TE/SE p. 62, delete use of the word “plant”. Replace with: “This is seaweed. Like all seaweed, it grows in the ocean. To get sunlight, this seaweed floats on top of the water. This seaweed has little pods filled with air. They help the seaweed float. This seaweed is sometimes called pop-weed. Can you guess why?”
4. Grade 2: TE/SE p. 312, change “…Larissa will first.” to “…Larissa will finish last”
5. Grade 3: TE/SE p. 32, delete the word "best" from the first sentence
6. Grade 3: TE/SE p. 61, delete the word "mostly" from the first sentence
7. Grade 3: TE/SE p. 157, second to last sentence, replace "ground" with "surface"
8. Grade 3: TE/SE p. 205, Social Studies Link, change "Twenty-four" to "Twenty-seven"
9. Grade 3: TE/SE p. 222, replace "The inner planets are the smallest planets in the Solar System." with "The inner planets are all small."
10. Grade 3: TE/SE p. 268, caption left hand figure, change "it will condense and become" to "it will change state and become"
11. Grade 3: TE/SE p. 372, the image does not show a shadow, it is a reflection. Use a different image.
12. Grade 3: TE/SE p. 418, item for lunar eclipse, change "full" to "total"
13. Grade 3: TE/SE p. 419, item for permafrost, change "antartic" to "antarctic"
14. Grade 4: TE/SE p. 119, caption for chameleon, change, "Its belly can be..." to “The sand can be..."
15. Grade 4: TE/SE p. 249, first paragraph, change "Sometimes" to "Some places" and change "other times" to "other places"
16. Grade 4: TE/SE p. 327, change "Last December, the Japanese" to "The Japanese"
17. Grade 4: TE/SE p. 327, change "LEV-it-ay-shun" to "LEV-i-tay-shun"
18. Grade 4: TE/SE p. 397, the entry for "carbon dioxide" occurs twice, remove one
19. Grade 4: TE/SE p. 397, in the entry for "carbonic acid" change "rainwater" to "water"
20. 20. Grade 4: TE/SE p. 404, add a comma after "rock"
21. Grade 5: TE/SE p. 39, remove the words "to use oxygen" from the row "Respiration" in the table
22. Grade 5: TE/SE p. 207, remove the sentence "Watersheds prevent floods by controlling the flow of water into streams and rivers.”
23. Grade 5: TE/SE p. 299, remove the words "heat and" from the end of the first paragraph
24. Grade 5: TE/SE p. 300, remove the word "atmospheric" from the sentence: "The atmospheric pressure is more than 1 billion times ..."
25. Grade 5: TE/SE p. 308, caption bottom of the page, change "Jupiter" to "Jupiter's moons"
26. Grade 5: TE/SE p. 310, replace "Pluto has only one moon." with "Pluto has at least 3 moons."
27. Grade 5: TE/SE p. 319, figure top of the page, replace "Jupiter Gravity = 236" with "Jupiter Gravity = 2.36"

28. Grade 5: TE/SE p. 322, remove the sentence: "At the same time, high tides occur on the opposite side of Earth."
29. Grade 5: TE/SE p. 324, Jupiter caption, remove the sentence: "Scientists observed that Triton..."
30. Grade 5: TE/SE p. 343, the table of "Weights on Different Planets" uses masses not weights. Redo the table using pounds or newtons. Also the surface gravity of Saturn is 0.76 not 1.064.
31. Grade 5: TE/SE p. 357, figure bottom left, replace the word "Silica" with Silicon"
32. Grade 5: TE/SE p. 366, replace "A metal is an element..." with "A metal is a substance..."
33. Grade 5: TE/SE p. 375, caption "1952 Einsteinium", replace "exists for a fraction of a second" with "exists for a short time"
34. Grade 5: TE/SE p. 392, replace "Subscripts indicate the ratio in which numbers of atoms combined." with "Subscripts indicate the number of atoms that have combined."
35. Grade 5: TE/SE p. 394, caption bottom right, replace "Sodium compounds have a bright white flame." with "Sodium compounds have a bright yellow flame."
36. Grade 5: TE/SE p. 395, replace "... sodium will color flames bright white." with "... sodium will color flames bright yellow."
37. Grade 5: TE/SE p. 422, replace "A metal is an element that ..." with "A metal is a substance..."
38. Grade 5: TE/SE p. 484, replace the definition of anaerobic with: "Energy production without oxygen."
39. Grade 5: TE/SE p. 490, change definition of ellipse to: "A flattened circle."
40. Grade 5: TE/SE p. 490, usage example of "epiglottis", change "epilottis" to "epiglottis"
41. Grade 5: TE/SE p. 492, entry for gland, remove the words "cell or" to read "A group of cells..."
42. Grade 5: TE/SE p. 493, usage sentence for "ice sheet", change "Antarctica is an ice sheet." to "Antarctica is covered in an ice sheet."
43. Grade 5: TE/SE p. 495, change the definition of metal to: "A substance that conducts heat and electricity."
44. Grade 5: TE/SE p. 499, definition of "proton", change "outside" to "inside"
45. Grade 5: TE/SE p. 499, definition of "reprodu[c]tive system", change "reprodutive" to "reproductive"
46. Grade 6: TE/SE p. 60, change "Many others are parasites, which means that they live inside other organisms and feed off them." to "Many others are parasites, which means that they feed off them."
47. Grade 6: TE/SE p. 179, caption on Cochlea, change "These waves push another membrane, which in turn moves tiny hairs." to "These waves move tiny hairs".
48. Grade 6: TE/SE p. 182, the image of the Spectrum cast by a prism is mirror image. Change the illustration to show that red should be bent the least.
49. Grade 6: TE/SE p. 215, third paragraph, replace ", have some of the shortest wavelengths, only" with "are"
50. Grade 6: TE/SE p. 225, list of uses of ionizing radiation, remove "communication"

51. Grade 6: TE/SE p. 234, change illustration. The shadow line on the image of Earth does not match the illumination shown by the arrows. Make the image consistent.
52. Grade 6: TE/SE p. 271, replace "which Wegener called" with "which are called"
53. Grade 6: TE/SE p. 286, the illustration shows the Nazca Plate as divergent from the South American Plate. Change illustration to show a convergent boundary.
54. Grade 6: TE/SE p. 290, end of the last sentence, remove "at a common point"
55. Grade 6: TE/SE p. 362, remove the last paragraph. An avalanche is not a landslide.
56. Grade 6: TE/SE p. 375, middle figure, rewrite the caption to match illustration
57. Grade 6: TE/SE p. 422, end the last sentence after the word "smog"
58. Grade 6: TE/SE p. 435, change the pronunciation of tritium to “TRI-tee-uhm”
59. Grade 6: TE/SE p. 435, delete the sentence "Both of these forms are safe ..."
60. Grade 6: TE/SE p. 492, remove entry “avalanche”
61. Grade 6: TE/SE p. 497, entry "ethanol", insert space before "fuel"
62. Grade 6: TE/SE p. 498, entry "vacuole", replace "digested" with "stored"
63. Grade 6: TE/SE p. 503, replace definition of parasite with one consistent with text change for page 60 (see item 46)
64. Grade 6: TE/SE p. 506, the entry for smog should read: "The result of pollutants in the atmosphere."
65. Water vapor is not composed of droplets.
    Citation: Grade 5: SE p. 504, "Clouds are composed of water vapor"
    Grade K: TE p. TR18, "When water vapor molecules cool and join together to produce water droplets, the steam becomes visible."
66. Being magnetic is the property of being affected by magnetic fields. See standards 4 PS 1.b, 1.c.
    Citation: Grade 4: SE p. 333, "If you take the magnet away,... The metal is no longer magnetic." To fix this error remove the second sentence.
67. The several concepts related to Heat and Thermal energy need to be differentiated and clarified. Heat flow and thermal energy should conform to the wording in the Framework Grade 6 Physical Science Standard 3a (page 92).
    Citation: Grade 6: SE p. 167, "Heat, or thermal energy, is the movement of energy from one substance to another." Should be replaced with “Heat flow is the transfer of energy from a warmer object to a cooler object.” Thermal conductivity vs heat capacity. The rate at which an object warms up is Heat Capacity. The rate at which it spread heat out is Thermal conductivity. See Standard Chemistry Grade 9-12 7d.
    Citation: Grade 6: SE p. 204, This Quick Lab is sensitive to Heat Capacity but is referred to as Thermal Conductivity.
68. Clarify all references to plants needs. Plants need gases, water and minerals but they make their own food.
    Citation: Grade 3: SE p. 28, Plants must get all these things from their environment to survive, “but they make their own food” should be added.
    Grade 2: SE p. 61

Grade 1: OSQ CD

69. Correct all references to animal classification. Kingdoms are broken into multiple Phyla. A Vertebrate is not a phylum of the Animal Kingdom.
    Citations: Grade 2: SE p. 77, Scientist classify animals into <u>several</u> groups. Some animals have backbones and some do not.
    Grade 1: TE p. TR16
    Grade 5: TE p. TR15
70. Change all references to shelter for animals e.g. “Plants provide shelter for animals but not all animals require shelter.”
    Citations: Grade 3: TE p. TR14
    Grade 1: SE p. 74
    To fix this delete the sentences that follow the sentence “They need food, water, and a place to live.” Animals live in different kinds of places.
71. Movement is not characteristic of all living things. Remove all references.
    Citation: Grade 5: TE/SE p. 39, to fix this delete movement from table

Publisher: **McDougal Littell**

Title of Program: **McDougal Littell California Middle School Science Series**

Grade Level(s): **6, 7, 8**

Program Components

McDougal Littell's *California Middle School Science Series* includes a Pupil Edition (PE), Teacher's Edition (TE), Assessment Books with Benchmark Tests (AB), Standards Review and Practice (SRP), Unit Resource Books (URB), Modified Lesson Plans for English Learners (MLP), Lab Manual-Pupil Edition (LMPE), Lab Manual-Teacher Edition (LMTE), Lab Generator CD-ROM, Content Review CD-ROM, City Science (CS), Multi-Language Glossary (MLG), Visual Glossary (VG), Note Taking/Reading Study Guide in English and Spanish (NTRSG), Science Toolkit (ST), Transparency Books (TB), Test Generator (TG), Power Presentations (PP), Scientific American Frontiers Videos (SAFV), Easy Planner DVD (EP DVD), and Audio CD (ACD).

Recommendation

The Curriculum Commission recommends McDougal Littell's *California Middle School Science Series* for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption:

1. Grade 6: PE/TE p. 476, Hydrogen Fuel Cells, 2nd sentence, change "They have found ways to separate hydrogen from water and from fossil fuels." to "They have found ways to generate hydrogen from water and from fossil fuels."
2. Grade 6: PE p. 468, Investigate Conservation, PE – Materials, combine bullets 2 and 3: "• incandescent and fluorescent light bulb (same wattage)
3. Grade 6: TE p. 135, right margin, Integrate the Sciences, "Doppler radar uses the Doppler effect, which is a change in the frequency of sound or electromagnetic waves." Change to "Doppler radar uses the Doppler effect, which is a change in the frequency of sound or electromagnetic waves due to the movement of the object."
4. Grade 6: TE p. 84, left margin, change "pressure is a force" to "pressure is a force per unit area"
5. Grade 6: CS p. 21, typo: lead is Pb
6. Grade 6: PE/TE p. 28, "A substance's **density** is a measure of the amount of mass it contains." Change to "A substance's **density** is a measure of the amount of mass it contains per unit volume."
7. Grade 6: PE/TE p. CA10, Change scientists are very "suspicious" to "skeptical"
8. Grade 6: PE/TE p. CA15, Hydrosphere definition is incorrect – it includes water vapor in air. Change to "hydrosphere which includes …, and water in the air."
9. Grade 6: PE/TE p. 14, 2nd paragraph, delete 4th sentence – "Much of the chemical energy from the fuel becomes heat energy, however, which is not used to move the car."
10. Grade 6: PE/TE p. 42, clarify that the hydrosphere includes water in the atmosphere. Change to "The hydrosphere is made up…in the air, ocean…"
11. Grade 6: PE/TE p. 69, Reviewing Key Concepts, #12, add "transfer" between "ocean currents" and "heat energy"
12. Grade 6: PE/TE p. 95, statement that "water must condense on something solid" is incorrect. Water can also condense by homogeneous nucleation. Change to "water must condense on itself or something solid."
13. Grade 7: PE/TE p. 249, Domains and Kingdoms Table, "Protista" add "mostly" before unicellular; TE p. 250, first bullet, change "some" to "most" – "most are unicellular"; PE/TE p. 251, 3rd bullet, 2nd sentence, change "They are either unicellular organisms or have a simple multicellular structure." to "They are mostly unicellular organisms though some have a simple multicellular structure."
14. Grade 7: TE p. 505, typo: "T10" should be "T110"
15. Grade 8: TE p. 99B, "Air at higher elevations weighs less" "Air at lower elevations weighs more." Should be: "The same volume of air will weigh less at higher elevations than at lower elevations."
16. Grade 7: PE p. 87, printing error, "6. Observe & Analyze" covers text (It is correct in the Teacher Edition – Pupil Edition page 87.)

17. Grade 7: PE/TE p. 91, picture at top of page is misleading – leads to misconceptions about how bacteria colonies grow. The # of colonies will not change. Delete misleading figure on p. 91 labeled asexual reproduction.
18. Grade 7: PE/TE p. 103, last paragraph, “The X and Y chromosomes determine the sex of an offspring. They also contain important genes, just as other chromosomes do.” change to: “The presence of the Y chromosome determines the sex of an offspring. The X and Y chromosomes also contain important genes, just as other chromosomes do.”
19. Grade 7: PE/TE p. 208, 3rd paragraph, 2nd sentence, change “probably” to “may have” – “Such an impact may have triggered earthquakes and volcanic eruptions.”
20. Grade 7: PE/TE p. 212, remove the last sentence of the 4th paragraph
21. Grade 8: TE p. 206, Discussion Questions, last bullet, “flourine” should be “fluorine” and “flouride” should be “fluoride”
22. Grade 8: TE p. 235B, “3-methyl, 2-ethyl” should be “3-methyl-2-ethyl”
23. Grade 8: PE/TE p. 95, problem 3, change “50 km person” to “50 kg person”
24. Grade 8: TE p. 122, Assess & Reteach, Archimedes principle, remove this section because it is inaccurate

Publisher: **Pearson Prentice Hall (Pearson Education, Inc.)**

Title of Program: ***Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science***

Grade Level(s): **6, 7, 8**

Program Components

Pearson Prentice Hall's *California Science Explorer: Focus on Earth, Life, and Physical Science* includes a Teachers Edition (TE), Student Edition (SE), Student Express (SX), Consumable Materials Kit (CMK), Non-consumable Materials Kit (NMK), Teaching Resources Units (TRU1-4), Chapter Tests (CTA & CTB), Probeware Lab Manual (PLM) & CD-ROM (CD), Discovery Channel School DVD Library (DLib), Discovery Channel School Video Library (VLib), Reading and Note Taking Guide (RNTG A or B), Reading and Note Taking Guide Answer Key (RNTG AK), Progress Monitoring Assessments (PMA), Vocabulary Flashcards (VF), Lab Manual Teacher's Edition (LMTE), Lab Manual (LM), Color Transparencies (CTR), Teaching Guidebook for Universal Access (TGUA), Exam View Test Bank CD-ROM (EVTB CD), Virtual Physical Science Lab (Grade 8) (VPS), and Earth (ESLA) / Life (LSLA) / Physical (PSLA) Science Lab Activity DVDs.

Recommendation

The Curriculum Commission recommends Pearson Prentice Hall's *California Science Explorer: Focus on Earth, Life, and Physical Science* for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections
The following edits and corrections must be made as a condition for adoption:

1. Grade 6: TE p. 82A, standards listed as: S8.5; 8.5b; 8.9 E-LA: Reading 8.1.1; 8.1.3 should be: S6.2; 6.2a; 6.2b; 6.2c; 6.2d, E-LA 6.2; 6.2.2; 6.2.5
2. Grade 6: TE p. 126H, under Section 2, Yellowstone Hot Spot, "But in some areas hot mantle plumes remain stationary for long periods of time." should be: "But in some areas hot mantle plumes remain relatively stationary for long periods of time." "These stationary mantle plumes…" should be "These relatively stationary mantle plumes…"
3. Grade 6: SE/TE p. 152, figure 16, Width of normal and reverse polarity sections of the crust have the same widths mistakenly giving the impression that Earth's magnetic field changes regularly. Their widths should be variable.
4. Grade 6: SE/TE p. 194, “Monitoring Changes Along Faults, Where friction along a fault is low,…" should be "Along parts of some faults,…"
5. Grade 6: SE/TE p. 194, delete: "Where friction is moderate, the sides of the fault jam together. Then from time to time they jerk free, producing small earthquakes."
6. Grade 6: SE/TE p. 194, "Where friction is high,…" should be "Along many faults,"
7. Grade 6: SE/TE p. 194, delete "…friction is high…" from "For example, in most places along the San Andreas Fault in California, friction is high…"
8. Grade 6: SE/TE p. 194, replace "strong" with "large" in "In this case, stress increases until it is strong enough…" should be "In this case, stress increases until it is large enough…"
9. Grade 6: SE/TE p. 194, in “Where friction is high, the rocks lock together and do not move.” delete “and do not move.”
10. Summary of edits #4-#9. "Along parts of some faults, the rocks on both sides of the fault slide by each other without much sticking. Therefore stress does not build up, and big earthquakes are unlikely. Along many faults, the rocks lock together. In this case, stress increases until it is large enough to overcome the friction force. For example, in most places along the San Andreas fault in California the plates lock. Stress builds up until an earthquake occurs."
11. Grade 6: TE p. 203, under "Invitation" under "Guide Inquiry", delete "For this reason, geologists do not think of these earthquakes as having had a specific epicenter."
12. Grade 6: SE/TE p. 203, in the table of earthquake dates, locations, and magnitudes, the latitude and longitude of the epicenter for the San Francisco, 1906 earthquake should be explicitly given (the epicenter is approximately 123 degrees W/38 degrees N); for the Fort Tejon, 1857 earthquake, "southern San Andreas fault" should read "somewhere along the southern San Andreas fault"
13. Grade 6: SE/TE p. 204, under "Shear Walls" "Ener gy" should be "Energy"
14. Grade 6: TE p. 210H, under "California's Major Geologic Features", "The Coast Ranges are composed of thick layers sedimentary rocks…" should be "The Coast Ranges are composed of thick layers of sedimentary rocks…"

15. Grade 6: SE/TE p. 270, figure "Temperature in the Atmosphere" y-axis is currently " 0 0 40 20 0 -20 -40 -0 -0" and should read "80 60 40 20 0 -20 -40 -60 -80"
16. Grade 6: SE/TE p. v, under Richard Berry, Ph.D., "Department of Geology Sciences" should be "Department of Geological Sciences"
17. Grade 6: SE/TE p. vi, in the second column, "Jeremiah N. Jarrett, Ph.D." should be separated from overlying reviewer
18. Grade 6: pp. 340g & 366, p. 366 is blank in sidebar where an “Address Misconceptions” piece should be, insert “Address Misconceptions” suggested on p. 340G
19. Grade 7: SE/TE p. v., under Richard Berry, Ph.D., "Department of Geology Sciences" should be "Department of Geological Sciences"
20. Grade 7: TE pp. T24-T25, indicates standard 7.4e is covered in Ch. 5, sec. 2 and Ch. 8, sec. 1: Should be standard 7.4e is covered in Ch. 7, sec. 2 (Primary) and Ch. 8, sec. 1 (Supporting)
21. Grade 7: TE p. 74G, “a mutually beneficial (symbiotic) relationship between different kinds of prokaryotic cells” should be “a mutually beneficial relationship between an ancient eukaryotic cell and different kinds of prokaryotic cells”
22. Grade 7: SE/TE p. 81, “One of your red…” change to “Each one of your red…”
23. Grade 7: SE/TE p. 89, “…cell membranes. In cells with…” change to “…cell membranes. The cell membrane forms the outside boundary that separates the cell from its environment. In cells with…”
24. Grade 7: SE/TE p. 91, replace the cell membrane caption with the plant cell caption
25. Grade 7: SE/TE p. 125, replace “These products diffuse out of the cell.” with “The carbon dioxide diffuses out of the cell.”
26. Grade 7: TE p. 157, “Transparency LS36” change to “Transparency LS46”
27. Grade 7: SE/TE p. 197 (Try this activity – Teacher’s Key, bottom of the page), “…genotype X^CY (males) or X^CX^C (females).” Should be “…genotype X^CY (males) or either X^CX^C or X^CX^c (females).”
28. Grade 7: SE/TE p. 208, “…Recall that bacteria have…” change to “Bacteria have…”
29. Grade 7: SE/TE p. 282, under "How Old is Earth", second paragraph, "According to one theory…" should be "According to one hypothesis…"
30. Grade 7: SE/TE p. 287, figure 17, "Precambrian" should be subdivided into Phanerozoic and Archean eons
31. Grade 7: SE/TE p. 289, under "The Cambrian Explosion" "…a relatively short period of time" should read "a relatively short period of time (approximately 30 million years)…"
32. Grade 7: TE, p.502A, Section 2 – 7.5h, no such standard, should be 7.6h
33. Grade 7: TE p. 594H, “Outside of the cell has a net negative charge, and the inside has net positive charge,” change to “outside of the cell has a net charge that is less negative than the inside of the cell.”
34. Grade 7: TE p. 594H, “…difference in charge is called the resting potential.” change to “…difference in charge builds what we call resting potential.”

35. Grade 7: TE p. 594H, "…pump is maintained by active transport." change to "…pump is a form of active transport."
36. Grade 7: TE p. 594H, "…cell membrane more positive than the outside. This temporary reversal of charges is called action potential…" change to "cell membrane less negative or closer in charge to the outside of the cell. This temporary reduction of the electrical gradient is called depolarization. If the depolarizing effect exceeds a certain threshold, it can escalate into an action potential where net charges are reversed."
37. Grade 7: TE p. 594H, "…Gaps between the myelin" change to "Gaps in the myelin"
38. Grade 7: SE/TE p.601, "…level of glucose in your blood." change to "…level of your blood pressure."
39. Grade 7: SE/TE p. 601, "…when you are hungry, your nervous system prompts you to eat." change to "…when you need energy, your nervous system prompts you to feel hungry and then eat."
40. Grade 7: SE/TE p. xvi, List of E.S. Standards Warm-Up Activities, should be List of L.S. Standards Warm-Up Activities
41. Grade 8: Color Transparency 8.150 (CTR), "electromagnet" should be "electromagnetic"
42. Grade 8: TE p. 332A, "Identify the law of conservation of matter" should be "law of conservation of energy"
43. Grade 8: TE p. 369, Q3, correct answer is "A" not "B"
44. Grade 8: SE/TE p. 371, Air resistance drawing: Leaf's motion should be closer together (slower) than acorn's
45. Grade 8: SE/TE p. 371, Less Proficient Readers line 2; "illsutrates" should be "illustrates"
46. Grade 8: SE/TE p. 375, fig 2, labels of "-7N" & "-2N" should be "7N" & "2N";
47. Grade 8: SE/TE p. 376, line 2, change "can" to "will" or "always", "can" implies "might not"
48. Grade 8: SE/TE p. 376, fig. 3, Remove "-" from labels (e.g. -100N should be 100N)
49. Grade 8: SE/TE p. 381, fig. 5, picture & text (not caption) inconsistent, text implies it is glass. Replace image of aluminum with an image of glass.
50. Grade 8: SE/TE p. 383, fig. 6, specialize the question to "these objects" because friction does not always oppose "the object's motion"
51. Grade 8: SE/TE p 384, change "law of universal gravitation" to "Universal Law of Gravitation" (two places)
52. Grade 8: SE/TE p. 387, fig. 11 – see p. 371 comment
53. Grade 8: SE/TE p. 407, Q5, delete question
54. Grade 8: TE p. 407, Q6, inappropriate answer, correct answer is "because the box does not move". If a longer answer is desired, "…therefore there is no unbalanced force to change motion".
55. Grade 8: TE p. 407, Q10, wrong answer, a car always has momentum (mass & velocity) even if its numeric value is zero
56. Grade 8: SE/TE p. 408, Q12, delete question, not referenced in text

57. Grade 8: TE p. 408, Q13, bad answer, tension is a property of the string, not a force applied to it. Replace every appearance of “tension” with “force”.
58. Grade 8: TE p. 408, Q19, “a = 9 m/s2”, not “6 m/s2”
59. Grade 8: TE p. 445, Target Reading Skill, change “d” to “the larger area pushes harder”
60. Grade 8: TE p. 445, Q3, there are two correct answers, “b” and “d”, not just one
61. Grade 8: TE p. 446, Q20, replace current answer with “This method will increase the volume of displaced water, decreasing the ship’s overall density, increasing the buoyant force.”
62. Grade 8: SE/TE p. 458H, Eclipses line 10: change “in the two weeks before or the two weeks after” to “two weeks before or after”
63. Grade 8: SE/TE pp. 461, 474, “law of universal gravitation” should be “Universal Law of Gravitation”
64. Grade 8: SE/TE p. 468, Earth’s tilted axis line 6, “vertical” should be “orbital axis”
65. Grade 8: SE/TE p. 469, add labels for seasons within the figure to support a teacher question on p. 462
66. Grade 8: SE/TE p. 480, fig. 11, change title to be “the moon seen from the northern hemisphere”, not “from Earth”
67. Grade 8: TE 458A, sec. 3 “S8.4g”, there is no standard S8.4g, should be 8.2g
68. Grade 8: SE/TE p. 494, Applying Skills Drawing: redraw figure so angle is 23.5 degrees
69. Grade 8: TE p. 495, Q2, wrong answer, correct is “c” not “d”
70. Grade 8: SE/TE p. 491, under "The Origin of the Moon", "Scientists have suggested many possible theories." should read "Scientists have suggested many possible hypotheses."
71. Grade 8: SE/TE p. v., under Richard Berry, Ph.D., "Department of Geology Sciences" should be "Department of Geological Sciences"
72. Grade 8: TE p. 286G, “All hydrocarbon on Earth ultimately originated…” change to “Nearly all hydrocarbon on Earth ultimately originated…”
73. Grade 8: TE p. 286G, “…produce a simple sugar from which glucose…” change to “…produce a simple sugar, glucose, from which glucose…”
74. Grade 8: TE p. 298, “a chemical formula also show the number of aoms of…” change to “a chemical formula also shows the number of atoms of…”
75. Grade 8: TE p. 250G, …include fog, mayonnaise, and…” change to “…include fog, milk, mayonnaise, and…”
76. Grade 8: SE/TE p. 241, “Catalase from blood reacts with hydrogen…” change to “Catalase from liver reacts with hydrogen…”

Publisher: **Pearson Scott Foresman (Pearson Education, Inc.)**

Title of Program: **Scott Foresman California Science**

Grade Level(s): **K–6**

Program Components

Pearson Scott Foresman's *California Science* includes a Teacher's Edition (TE), Student Edition (SE), Content Reader Grade Level Package (Below-Level, On-Level, Above-Level), Content Reader Bookshelf Collection (Below-Level, On-Level, Above-Level), Content Reader Super Kit, Grade Level Equipment Kit (Physical, Life, Earth), Teacher's Activity Guide (TAG), Multi-Use Consumables, Grade Level Replacement Kit, Teacher Demonstration Kit, Safety Kit, Assessment Book (AB), Progress Monitoring Assessments (PM), Lab Manual, Science Study Notebook (SSN), Science and Language Arts Connections Workbook (SLAC), Reading and Notetaking Guide (RNG), and Intervention Study Guide (ISG).

Recommendation

The Curriculum Commission recommends Pearson Scott Foresman's *California Science* for adoption, with minor edits and corrections, because it aligns with the content standards and meets the evaluation criteria.

Science Content/Alignment with Standards

The program is aligned to the Science Content Standards and contains content that is scientifically accurate.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

The program presents strategies for measuring what students know and are able to do.

Universal Access

The program is accessible to all students, including students with disabilities, students whose achievement is either below or above that typical of the class or grade level, and students with special needs related to English language proficiency.

Instructional Planning and Support

The program provides support for the teacher in implementing the instructional program.

Edits and Corrections

The following edits and corrections must be made as a condition for adoption:

1. Grade K: TE p. 11, for “Things that bend”, shoes should be included in things that bend
2. Grade K: SE/TE p. 69, the book says “butterflies stay together because they are seeking warmth”, this is incorrect, replace with “butterflies fly close together to stay safe.”
3. Grade K: TE pp. 80-81, change “Plants get food from where they live” to “Plants make their own food where they live”
4. Grade K: SE/TE p. 95, change photograph to a water plant, kelp is not a plant
5. Grade K: SE/TE pp. 100-101, replace first picture with monocot leaves because there are two types of leaves and both types need to be shown
6. Grade K: SE/TE p. 101, show a different, non-poisonous plant, not diffenbachia
7. Grade K: TE p. 18, Common Misconceptions, suggests giving “small lead weights” to students. Lead is poisonous! Replace “lead weights,” with some other metal like copper or iron.
8. Grade K: ABC Activity Book p. 89, correct the picture. Put sun in middle and have earth move its position. The current picture gives the misconception of sun revolving around the earth.
9. Grade 1: “Different Environments” Reader p. 11, remove the word “plant.” Change to “<u>Kelp</u> lives in the ocean”, change to “floats help the <u>kelp</u> get sunlight.”
10. Grade 1: TE p. 18, Teacher Background, change “area” to “volume”
11. Grade 1: SE/TE pp. 110-111, picture of kelp, change caption to “This kelp has round floats. Floats lift the kelp up to the surface. The kelp can get the sunlight it needs.”
12. Grade 1: Environments Reader, p. 11, change “Kelp plants live in the ocean,” to “Kelp lives in the ocean.” Also change “help this plant…” to “help kelp.”
13. Grade 1: TE p. 79, Scaffolded Question #1, change answer from “A living thing is something that is alive,” to “living organisms need either food or sunlight, need water, produce waste, and respond to the environment.”
14. Grade 1: SE/TE p. 111, Q. 2 “What helps a kelp plant get sunlight?” change to “What helps a kelp get sunlight.”
15. Grade 1: SE/TE p. 110, change picture of kelp to a water plant. Kelp is not a plant. It is a protist.
16. Grade 2: TE p. 16, Scaffolded question, change “Friction is a pull” to “Friction is a force”
17. Grade 2: SE/TE p. 189, change “gas is a fuel” to “gasoline is a fuel” to avoid confusion with natural gas that is also referred to on the page
18. Grade 2: Learning About Forces in Motion Reader, p. 15, basketball and apple falling at different rates, change picture to show basketball and apple on scale showing weight
19. Grade 2: SE/TE pp. 12-13, change time from 10 minutes to one minute
20. Grade 2: TE p. 80, the digital plan, The Active Art (online) has parts that do not work, the programming needs to be debugged.

21. Grade 2: SE/TE p. 16, change “Friction is a pull” to “Friction is a force”
22. Grade 3: TE/SE p. 31, change lab so that it works, it is too delicate, salt moves with breath. Place cup of salt on top of boom box or speaker.
23. Grade 3: TE/SE p. 153, match the picture of fossil and dinosaur
24. Grade 3: TE p. 172, Caption says, “It resembles dinosaurs of long ago”, add “and may or may not be related.”
25. Grade 3: TE/SE p. 261, Change the name “Don” to “Dan”
26. Grade 3: TE p. 14, revise sentence to read, “Electric energy in a space heater is turned into heat and light.”
27. Grade 3: TE p. 160, revise sentence to read, “Many leave or die and the number of lemmings goes down.”
28. Grade 4: TE p. 54,Teacher Background needs to be clearer, edit out –“not” and “with magnetic poles or magnets but” so the sentence will read, “Hans Christian Oersfed discovered that magnetism was associated with electric currents.”
29. Grade 4: Dot for lesson #4, p. EMxxxix 4LS3D is too large, compared to the rest. Make all dots the same size.
30. Grade 4: SE/TE p. 209, change “Devils Postpile,” to “Devil’s Postpile.”
31. Grade 4: SE/TE pp. 26-27, add the word “electrons” to particles with a negative charge on both pages cited.
32. Grade 4: SE/TE p. 234, replace lower photo with a close up showing damage due to acid rain
33. Grade 4: TE p. 9, Diagnostic Check, to “only negative charges move,” add the phrase, “in metallic conductors.”
34. Grade 4: TE p. 23, Scaffolded Question, revise to read, “Why could parallel circuits be preferred over series circuits?”
35. Grade 4: SE/TE, p. 109, last caption, week 3-6, change “Different kinds of medium size protists may appear” to “Different kinds of medium size protists and bacteria may appear.” The original statement is inaccurate without the addition of bacteria which will appear.
36. Grade 4: SE/TE p. 210, replace photo with another more clearly showing layers of sedimentary rock. The current photo is unclear.
37. Grade 5: TE, p. 47, Lesson Review, Question 1, add as possible answer, “temperature change.”
38. Grade 5: SE/TE p. 291, change bar graph to line graph
39. Grade 5: TE p. 102, Teacher background-eliminate “osmotic pressure” and replace with “capillary action”
40. Grade 5: SE/TE p. 102, change “organs” to “structures”
41. Grade 5: SE/TE pp. 98-99, use of term “organ” for plants needs to be verified, customary usage is “structures”
42. Grade 5: SE/TE, p. 37, question #17 has two correct answers, change “c” to “a metal and a metal”
43. Grade 5: SE/TE pp. 96-97, use “organelles” instead of “parts” of the cell
44. Grade 5: TE p. 101, Teach misconceptions- change “other cells in blood carry food,” to “blood carries food”
45. Grade 5: SE/TE p. 4, change picture of ore in a cart to a picture of an element

46. Grade 5: p. 132, Teacher Background, after the word “alveoli” add “(air sac)”
47. Grade 5: p. 114, change time to 1 to 2 hours
48. Grade 5: SE/TE, p. 208, the Directed Inquiry doesn’t work unless very hot water is used. Instead of “bowl with very warm water,” change caption to “bowl with very hot water.” This is the same edit to be made on SE/TE, p. 242.
49. Grade 5: SE/TE, p. 212, paragraph 3, add “equally” to the first sentence to read: “Because particles of air move in all directions, air pressure pushes equally on objects in all directions.”
50. Grade 5: SE/TE p. 96, change “cytoplasm is a fluid,” to “cytoplasm is a fluid/gel”
51. Grades 5: SE p. 154, delete “How does exercise affect heart rate?”
52. Grade 5: TE/SE p. 7, “Choosing Materials” is poorly written and unclear. Delete story. The materials are unrealistic. Rodney would not be able to find Titanium and Chromium. The photograph is a model rocket not a space ship. The model shown would not take years to build as the story indicates.
53. Grade 5: SE/TE p. 55, change “Magnesium is a gray metal” to “Magnesium is a silvery metal”
54. Grade 5: SE/TE p. 144, the lab did not work in home trials as written. Corn syrup or glycerin could be added to the mixture to strengthen the bubbles and make the lab work.
55. Grade 6: SE/TE p. 9, add after “manipulative variable “ (independent variable) and add after “responding variable” (dependant variable)
56. Grade 6: SE/TE p. 283, first paragraph, eliminate the word “horizontal” to change the definition of wind to: “A wind is the movement of air from an area of high pressure to an area of lower pressure.”
57. Grade 6: SE/TE, p. 301, revise the definition of relative humidity in paragraph 2, sentence 2 to read: “Relative humidity is the percentage of water vapor that is actually in the air compared to the amount of water vapor that could be evaporated at that temperature.”
58. Grade 6: TE p. 42, Additional question #1, answer “D” should be changed to “rock cycle”
59. Grade 2: SE (flip chart) p. 14. Airbrush out the Nike logos on team clothing.

Publisher: **TPS Publishing, Inc.**

Title of Program: ***California State Standards Aligned 2006 Science Program***

Grade Level(s): **4, 5**

Program Components

TPS Publishing's *California State Standards Aligned 2006 Science Program* includes a Teacher's Edition Textbook (TT), Student Edition Textbook (ST), Student Workbook (SW), Teacher's Support Guide (TG), Parent Guide (PG), Pre-Program Test Pack (BA), Post-Program Test Pack (AA), Textbook Section Test Pack (AS), Assessment Test CD-ROM (AC), Focused Science Tutoring CD-ROM (FC), Transparency Pack by Standard Set – Physical, Life, Earth (TPP, TPL, TPE) and Reproducible Pack by Standard Set – Physical, Life, Earth (RPP, RPL, RPE).

Recommendation

The Curriculum Commission does not recommend TPS Publishing's *California State Standards Aligned 2006 Science Program* for adoption because it does not meet the criteria in Categories 1 and 4.

Science Content/Alignment with Standards

The program is not aligned to Category 1 to ensure that students master the Science Content Standards. Some of the content is scientifically inaccurate. Additionally, there is not extensive, grade-level appropriate practice in the use of mathematics.

Program Organization

The program is organized in sequence to enable teachers to convey the science content efficiently and effectively.

Assessment

This program presents strategies for measuring what students know and are able to do.

Universal Access

This program is not accessible to all students, because it provides minimal resources and strategies for advanced learners. It provides minimal specific help to meet the needs of students whose reading, writing, listening, and speaking skills are below grade level, and it provides minimal specific help to ensure that these students know, understand, and use appropriate academic language in science.

Instructional Planning and Support

The program does provide support for the teacher in implementing the instructional program.

Edits and Corrections

1. Grade 4: SWB p. 9 [5 cm from top] Which of these circuits ~~shown above~~ is a series circuit? [Mislabeling]
2. Grade 4: SWB p. 23 [15 cm from top] …all the animals (including humans) would probably not survive~~, and neither would humans~~. [Inexact]
3. Grade 4: TT p. 45 [8 cm from top] it has a magnet that points to the magnetic north pole [Inexact] Cross-reference: ST pp. 19, 23
4. Grade 4: TT p. 53 [14 cm from top] 50 cm of insulated wire [Inexact] Cross-reference: ST p. 27
5. Grade 4: TT pp. 61-62 (doorbell) ~~Since we don't want the bell to ring forever.~~.. 8. If the steel arm makes electrical contact again, ~~the person is impatient, the button will be pushed again and~~ the whole process repeats from step 2 and the bell rings again. The person has to release the button to stop the ringing.
6. Grade 4: TT p. 64 [8 cm from top] Transformers increase the voltage ~~(or electrical energy)~~ so it can be moved across the countryside to our homes. [Inexact] Cross-reference: ST p. 34
7. Grade 4: TT p. 77 [10 cm from top] The hair ~~only~~ had extra positive charges left (because ~~the~~ extra negative charges were now on the balloon... [Inexact] Cross-reference: ST p. 42, PG p. 25
8. Grade 4: TT p. 87 (heat and light) They are reminded that along with ~~giving off~~ being converted to light, the electrical energy that passes through a light bulb also ~~gives off~~ is converted to heat.
9. Grade 4: TT p. 89 (energy) Electrical energy - the energy ~~that is created when~~ of electric charges. [cross-reference TT p. 87].
10. Grade 4: TT p. 121 [19 cm from top] Some examples of carnivores are sharks, lions, ~~some~~ snakes, and hawks. [Inexact] Cross-reference: ST p.64
11. Grade 4: TT p. 155 [14 cm from top] It's like ~~if you put~~ putting a goldfish in the desert~~. Or~~ or ~~put~~ a banana tree at the North Pole. [Spelling/Grammar] Cross-reference: ST p. 81
12. Grade 4: TT p. 159 (poles) Places on Earth where the Sun shines directly overhead will be a lot warmer for a longer part of the year. Places where the Sun doesn't shine directly overhead, like the North and South Poles where the Sun shines closer to the horizon, will stay frozen most of the time.
13. Grade 4 TT p. 168 - They live in hot deserts where it is ~~hot and~~ dry and in oceans where it's cold and wet!
14. Grade 4: TT p. 170 [15 cm from top] Oxygen ~~(except for certain bacteria)~~ [Inexact] Cross-reference: ST p. 91
15. Grade 4: TT p. 176 [23 cm from top] Some examples are poisonous snakes and spiders, porcupines that ~~shoot~~ release sharp quills ... [Inexact] Cross-reference: ST p. 97
16. Grade 4: TT p. 190 [8 cm from top] Most plants have flowers of some kind or another. [Spelling/Grammar]
17. Grade 4: TT p. 200 [4 cm from top] Fungi ~~is~~ are a group of microorganisms… [Spelling/Grammar] Cross-reference: ST p. 109

18. Grade 4: TT p. 211 [18 cm from top] Metamorphic rocks are formed from igneous, ~~or~~ sedimentary, or even pre-existing metamorphic rocks~~, undergoing a change caused by pressure and heat~~ following exposure to intense heat and pressure deep below Earth's surface. When students learn more about plate tectonics they will understand that ~~as Earth's crustal plates~~ collision zones are places where metamorphic rocks commonly form.~~slip under one another, they slide into Earth's mantle (taking the rocks with them). Once there the pressure from the crust as well as the heat from the molten rocks melt and transform rocks into other forms.~~ [Inexact]
19. Grade 4: TT p. 214 [7 to 23 cm from top] …there was a place, called "Earth", that had a very hot, in fact, a molten (that means melted) part underground ~~called magma~~. Sometimes, ~~the gases and pressure in this soupy magma would build up under Earth's crust (in the mantle) and~~ explosions called volcanoes would occur. Some other times parts of Earth would ~~slowly smash into one another. These parts would~~ get pushed further and further up from the surface of Earth and form big mountains." The rest of the story goes on to say that parts (big and little) of the mountains would ~~break and roll~~ wash away into the oceans, in rivers and streams~~ and finally land in the oceans. The weight and pressure of all that rock and heavy ocean water would push the mountain's rocks down and down, deep into the ground.~~ Finally, all of those rocks that were once on top of the mountain could slowly slip back underground and return to ~~that magma in~~ the Earth's mantle. They might melt ~~again and~~ or be changed by pressure and heat before they are pushed back to the surface and the process starts all over.
20. Grade 4: TT p. 218 [16 cm from top] ~~Rocks are~~ Usually softer than igneous… [Inexact] Cross-reference: ST p. 119
21. Grade 4: TT p. 219 (metamorphic) The heat ~~melts~~ and pressure changes them so a new type of rock is formed
22. Grade 4: TT p. 224 [15 cm from top] C. ~~volcanic ashes~~ meteorites [Inexact] Cross-reference: ST p. 125
23. Grade 4: TT p. 225 (the moon) Three groups of rocks found on Earth are: igneous, sedimentary, and metamorphic. Sedimentary moon rocks may not exist because there is not enough water for them to form on the moon.
24. Grade 4: TT p. 225 (sediment) When sediment ~~moves by wind and water, it~~ builds up over time.~~. P~~pressure may compact~~s~~ the sediment~~,~~ and create~~s~~ sedimentary rocks.
25. Grade 4: TT p. 225 [21 cm from top] …from inside Earth squeeze and ~~melt~~ change the rock. [Inexact]
26. Grade 4: TT p. 226 [23 cm from top] Streak - the color of the line a mineral leaves... [Inexact]
27. Grade 4: TT p. 226 [24 cm from top] Crystal - ~~the shape or regular pattern a mineral has~~ a solid (like a mineral) with particles forming a regular pattern [Inexact] Cross-reference: TT p. 230, ST p. 126 (Glossary)
28. Grade 4: TT p. 231 [18 cm from top] …what you should remember is that most rocks are made of minerals. [Inexact] Cross-reference: ST p. 127
29. Grade 4: TT p. 234 (calcite) A large group of minerals is made up of ~~carbon~~

calcium and oxygen.

30. Grade 4: TT p. 238 [8 cm from top] ~~Igneous and metamorphic~~ difficult to find in nature [Inexact] Cross-reference: ST p. 134
31. Grade 4: TT, p. 243 [6 cm from top] The picture of the volcano shows ~~magma~~ lava pouring out [Inexact]
32. Grade 4: TT, p. 245 [22 cm from top] Glacier - large solid river of ice and snow ~~that doesn't melt~~ [Inexact]
33. Grade 4: TT p. 245 - (definitions) Erosion - movement of soil and rocks by gravity, waves, wind, water, or ice. Volcano - an opening on Earth's surface (usually a hill or mountain) where magma from under Earth's surface ~~is~~ may be released as lava. Volcanic eruption - when the ~~magma~~ lava, rock fragments, or hot gases are ~~is flowing~~ coming out through ~~the~~ an opening in Earth's surface.
34. Grade 4: TT, p. 246 [16 cm from top] Glaciers carry vast amounts of rock and soil ~~under them~~. [Inexact] Cross-reference: PG p. 31
35. Grade 4: TT p. 246 (magma) - there is no definition of magma here, but the following edit may be desirable: Students learn that volcanic eruptions ~~are~~ may ~~the~~ result ~~of~~ from magma coming ~~bubbling~~ up from Earth's mantle.
36. Grade 4: TT p. 249 (changes) - Ice can move rocks, for example in a glacier.~~make changes and cause things to happen~~
37. Grade 4: TT p. 252 (erosion) ~~The~~ A major force that is behind erosion, besides wind and waves, is something you might have heard about. It's called "gravity".
38. Grade 4: TT, p. 253 [24 cm from top] Under a volcano is a lot of magma ~~floating around~~. [Inexact] Cross-reference: ST p. 140, SWB p. 56
39. Grade 4: TT p. 254 (Hawaii) ~~The Hawaiian Islands were formed from volcanoes like this. They still change what the landscape looks like.~~
40. Grade 4: TT p. 255 [14 cm from top] These plates move very slowly on the ~~melted~~ flowing part of the Earth's mantle (or ~~melted~~ flowing part of the crust). [Inexact] Cross-reference: ST p.142
41. Grade 4: TT p. 256 [12 cm from top] There have been two serious earthquakes in San Francisco in the last hundred years (1906 and ~~1991~~1989) [Inexact] Cross-reference: ST p. 143
42. Grade 4: TT p. 259 (glaciers) Over thousands of years, as Earth's climate got ~~warmer and~~ colder and warmer again, glaciers have ~~melted~~ gotten larger and smaller, but ~~it took~~ this can take a long, long time. Glaciers move very, very slowly downhill (~~since~~ they often form in the mountains)
43. Grade 4: TT p. 269 [8 cm from top] …rocks, bricks, ~~cement~~ concrete or anything like a rock. [Inexact] Cross-reference: ST p. 150
44. Grade 4: TT p. 270 [18 cm from top] …rocks (bricks, ~~cement~~ concrete, etc.)… [Inexact] Cross-reference: ST p. 151
45. Grade 5: TT p. 19 [5 cm from top] Why does wax ~~form~~ accumulate when a candle melts? [Inexact]
46. Grade 5: ST p. 28 [10 and 18 cm from top] Metals are usually shiny…Metals usually have very high melting points [Inexact] Cross-reference: TT pp. 56, 61
47. Grade 5: TT p. 31 [22 cm from top] Add rightward-pointing arrow to equation [Mislabeling] Cross-reference: ST p. 10

48. Grade 5: TT p. 36 [8 cm from top] Add 5~~0~~ ml of vinegar (5% Acetic acid) mixed with 1 drop of liquid detergent to the shallow dish. Leave the pennies partially covered with liquid. [Inexact] Cross-reference: ST p. 15
49. Grade 5: TT p. 39 [16 cm from top] So, anytime ~~an object changes its appearance~~ new substances with different properties are formed, it is likely that a chemical change has occurred. [Inexact]
50. Grade 5: TT p. 39 [24-26 cm from top] ~~Using soap~~Baking bread…~~Bar of soap~~Dough…~~Liquid bubbles~~Bread...~~Melting ice cream~~Burning log…~~Ice cream~~ wood…~~Liquid ice cream (milk/cream)~~ Ash [Inexact]
51. Grade 5: TT p. 40 (matter) - In this section students revisit this information and deepen their understanding by seeing how matter ~~and~~ is made up of atoms ~~relate~~. [second issue related to water]
52. Grade 5: TT p. 40 [22 cm from top] Molecules - ~~smallest particle of something that still has the properties of that thing.~~ combinations of atoms held together by bonds […] ~~A molecule of water is made of hydrogen and oxygen in a combination that makes it boil at 100ºC.~~ [Inexact] Cross-reference: TT p. 45, ST p. 18
53. Grade 5: TT p. 45 [8-11 cm from top] Delete paragraph starting "For example, …" and ending "copper sulfate." [Inexact] Cross-reference: ST p. 18
54. Grade 5: TT p. 45 [10 cm from top] The molecule ~~will be blue~~ dissolve in water and react with iron. [Inexact] Cross-reference: ST p. 18
55. Grade 5: TT p. 46 [17 cm from top] Add second bond to O=O diagram [Inexact] Cross-reference: ST p. 19, TT p. 43
56. Grade 5: TT p. 48 [15 cm from top] …methane ~~(that odd smell around swamps)~~... [Inexact] Cross-reference: ST p. 21
57. Grade 5: TT p. 49 [17 cm from top] ~~We don't exactly know the colors of atoms (although there are some very powervul electronic microscopes that might be finding this out).~~ Atoms are so small that they don't have real colors. [Inexact]
58. Grade 5: TT p. 56 [16 cm from top] ~~All~~ Most metals… [Inexact]
59. Grade 5: TT p. 75 [12 and 16 cm from top] Correct symbols and diagrams for fluorine, francium, phosphorus (pp. 142, 148) [Mistaken notation] Cross-reference: ST p. 37, TT pp. 50, 53
60. Grade 5: TT p. 84 [10 cm from top] ~~and brightly colored.~~ [Inexact]
61. Grade 5: TT p. 119 [21 cm from top] He[subscript 2] [Mistaken notation]
62. Grade 5: TT p. 126 [14 cm from top] ~~Solubility~~ The way things go into solution can be affected by... [Inexact] Cross-reference: ST p. 70
63. Grade 5: TT p. 130 [15 cm from top] Helium is about ~~70~~ 8 times... [Computational error]
64. Grade 5: TT p. 140 [24 cm from top] ...all these elements in some form or another [Spelling/Grammar] Cross-reference: ST p. 80
65. Grade 5: TT p. 143 [11 cm from top] carbon, hydrogen, oxygen, ~~and~~ nitrogen, and sulfur. [Inexact] Cross-reference: TT p. 148 (bottom)
66. Grade 5: TT p. 157 [16 cm from top] …in the ~~mid-20~~ 25ºF to 28ºF (approximately -2ºC to -4ºC) range. [Computational error]
67. Grade 5: TT p. 189 [18 cm from top] Students should copy the sample ~~date~~ data

table… [Spelling/Grammar]

68. Grade 5: TT p. 199 [22 cm from top] The ~~organs~~ parts that make up the circulatory system ~~are~~ include [Inexact]
69. Grade 5: TT p. 209 [21 cm from top] [Change answer] D. ~~1~~ 7 [Mislabeling]
70. Grade 5: TT p. 221 [10 cm from top] Answer: ~~C~~ B [Inexact] Cross-reference: TT221
71. Grade 5: TT p. 222 [18 cm from top] So, when a living organism~~s~~ urinates (gets rid of ~~the~~ urine), it stays healthy! [Spelling/Grammar]
72. Grade 5: TT p. 224 [24 cm from top] "Food" in the form of ~~glucose~~ sucrose, is then transported... [Inexact]
73. Grade 5: TT p. 224 [9 cm from top] …made during the process of photosynthesis, or the larger sugar sucrose that is transported in the plant. [Inexact]
74. Grade 5: ST p. 249 [6 cm from top] ~~it's access~~ its axis [Spelling/Grammar] Cross-reference: TT p. 431
75. Grade 5: TT p. 276 - The water cycle can exist on Earth because of the ~~unique~~ properties of water.
76. Grade 5: TT p. 278 [12 cm from top] …the water cycle would not ~~exist either, at least not~~ be quite as we know it, because transpiration in plants is an important source of evaporation. [Inexact]
77. Grade 5: TT p. 280 [18 cm from top] …haven't found life on any other planet yet ~~is~~ may be because… [Inexact]
78. Grade 5: TT p. 282 - The water cycle is made up of millions and millions of ~~drops~~ molecules of water moving all the time. Water evaporates from ~~the~~ lakes~~,~~ and rivers, ~~and mostly~~ most of the water that evaporates comes from the oceans.
79. Grade 5: TT p. 292 [14 cm from top] Cloud - mass of water droplets or ice crystals that forms in the atmosphere [Inexact] Cross-reference: TT p. 295
80. Grade 5: TT p. 309 (water molecules) Water molecules are changing from being close together in liquid water, in the oceans, rivers and lakes, into being far apart in water vapor, through the process of evaporation.
81. Grade 5: TT p. 311 (water chart) - ...but of all the water on Earth, ~~we can actually use~~ very little of it is drinkable. [conforming change “usable -> drinkable” in chart legend]
82. Grade 5: TT p. 317 [8 cm from top] Once the data ~~is~~ are collected... [Spelling/Grammar]
83. Grade 5: TT p. 339 [7 and 12 cm from top] …since that is near where the Sun's rays hit directly…hit Earth ~~at~~ near the Equator… [Inexact]
84. Grade 5: TT p. 342 [17-22 cm from top] Make vertical spacing of orange arrows uniform [Mislabeling] Cross-reference: ST p. 194
85. Grade 5: TT p. 342 (sun’s rays) - The ~~intensity (or strength)~~ energy of the Sun’s rays is distributed differently at different locations on Earth. That means that at noon the Sun’s rays ~~hit~~ are nearly overhead in some places, like the tropics around the Equator, and at a lower angle in ~~more directly than~~ other places further north or south.

86. Grade 5: TT p. 344 - (density) While atoms are moving around faster, for example in a hot air balloon that is being heated, the balloon may expand or carry less gas and the atoms may become more separated from each other ~~they are making larger and larger distances between themselves and the other atoms~~. We say the gas is becoming “less dense”.
87. Grade 5: TT p. 346 [8 cm from top] They happen in the molten ~~(melting)~~ or flowing parts of the Earth's crust... [Inexact] Cross-reference: ST p. 198
88. Grade 5: TT p. 352 (ocean and grid) Alternatively, at night, warmer air remains over the ocean (because the ocean can transfer heat to the air easily~~’s temperatures don’t change that much~~). ...They should understand that longitude and latitude is a ~~grid~~ system used, like in all maps, to orient ourselves.
89. Grade 5: TT p. 353 (currents) Some currents are created as ~~As~~ the winds blow across the vast oceans~~, currents are created~~.
90. Grade 5: TT p. 360 (currents) Some ocean currents are created when ~~When~~ winds blow across the ocean ~~they create ocean currents~~.
91. Grade 5: TT p. 362 [20 cm from top] Some scientists think "El Niño" is caused by... [Inexact] Cross-reference: ST p. 208
92. Grade 5: TT p. 365 (pressure) High pressure - air masses that have a high weight ~~large numbers~~ of molecules ~~for~~ pressing down on a given area or space of Earth, usually colder air. Low pressure - air masses that have a low weight ~~small numbers~~ of molecules ~~for~~ pressing down on a given area or space of Earth, usually warmer air.
93. Grade 5: TT p. 367 As we have learned before, this movement creates winds and is often associated with rain and storms. Air masses are characterized as high-pressure or low-pressure, depending on the weight of the column of air over a given area or surface. ~~amount of water vapor they are holding.~~
94. Grade 5: TT p. 402 (density) Density - the ~~amount~~ ratio of the mass in ~~of~~ a given amount of a solid, liquid, or gas to its volume. (Cross-reference: TT p. 404)
95. Grade 5: TT p. 404 Pressure is the amount of force pushing on ~~an~~ a given area or a surface, for example the weight of a column of air pushing on a square centimeter of surface. ... Air pressure - the ~~force that air~~ weight of a column of air as it pushes on a given surface
96. Grade 5: TT p. 416 ~~It~~ Hydrogen has an atomic number of 1 because ~~it has~~ hydrogen atoms have only one proton in ~~its nucleus~~ their nuclei.
97. Grade 5: TT p. 429 [11 cm from top] "Nine Pizzas" will help you remember that there are nine planets (Pluto is very small, and scientists now call it a "dwarf planet"). [Inexact] Cross-reference: ST p. 247
98. Grade 5: TT p. 429 [5 cm from top] With the exception of Pluto, which is sometimes closer to the Sun than Neptune, they ~~They~~ never vary in the order... [Inexact] Cross-reference: ST p. 247
99. Grade 5: TT p. 431 (earth) Earth is the third planet from the Sun ~~so~~ and its temperatures don’t vary that much. ... Earth is made up of rocky materials, mostly iron and nickel~~. There is~~, and it has a molten (melted) core ~~that allows the land on top of it to move slowly around~~.
100. Grade 5: TT p. 432 (jove) ~~Jove~~ Jovian is from the Latin and means “relating to

Jupiter”

101. Grade 5: TT p. 434 [19 cm from top] Scientists wonder a lot about Pluto. ~~Sometimes, they aren't even sure if it actually is a planet.~~ It is the smallest planet and the furthest away from the Sun. In fact, in 2006 scientists decided that Pluto should be called a "dwarf planet" because it is so small. It ~~might actually be just another object in~~ is close to the **Kuiper Belt**, which is a part of space ... [Inexact] Cross-reference: ST p. 252
102. Grade 5: TT p. 442 [8 cm from top] ...the center of our ~~universe~~ solar system and ... [Inexact]
103. Grade 5: TT p. 446 [11 cm from top] Make orbit larger so Sun is at center, and make dashed line tangential to orbit. [Mislabeling] Cross-reference: ST p. 261
104. Grade 5: TT, p. 447 [23 cm from top] Imagine ~~the sun in the middle between two~~ one of the pushpins is the sun. [Mislabeling] Cross-reference: ST p. 262
105. Grade 5: TT p. 449 [16 cm from top] Since the Sun is a large ~~force~~ mass, the planets are attracted by gravitational forces and are kept in orbit ~~become pulled into its gravitational force, keeping them in orbit~~. [Inexact]

Appendix A

Criteria for Evaluating Instructional Materials in Science Kindergarten Through Grade Eight

Instructional materials are adopted by the state for the purpose of helping teachers present the content set forth in the *Science Content Standards for California Public Schools* (referred to in this document as the "California Science Standards"). To accomplish that purpose, this document provides the criteria for evaluating the alignment of the instructional materials with the California Science Standards, as defined in *Education Code* Section 60010. These criteria will govern the evaluation of instructional materials for kindergarten through grade eight (K–8) that are submitted for adoption, beginning with the 2006 Adoption of Science Instructional Materials, and will be helpful to publishers in developing their submission.

The California Science Standards are challenging. In the initial years of implementing the 2003 *Science Framework for California Public Schools* (referred to in this document as the "California Science Framework"), a major goal of most local educational agencies across the state is to facilitate the transition from what many students have traditionally been taught in science to the rigorous content presented in the California Science Standards. Instructional materials play a central role in facilitating that transition. Students should have the opportunity to learn science by direct instruction, by reading textbooks and supplemental materials, by solving standards-based problems, and by doing laboratory investigations and experiments.

The State Board of Education (State Board) will adopt science programs that provide effective learning materials for all students—those students who have mastered most of the content taught in the earlier grades and those who have not—and that specifically address the needs of teachers who instruct a diverse student population. Some teachers may not have specialized in science and may not have an extensive background in science; others may hold supplemental authorizations in life or physical sciences or may have had extensive training in science content and pedagogy. The publishers shall develop and submit programs that offer the flexibility to meet the diverse needs of students and teachers with varying science backgrounds.

These criteria, in keeping with the California Science Framework, do not specify a single pedagogical approach, although the framework incorporates certain commonsense pedagogical features. The State Board encourages publishers to select research-based pedagogical approaches that comprehensively cover the rigorous California Science Standards, reflect the California Science Framework, make judicious use of instructional time, present science in interesting and engaging ways, and otherwise give teachers the resources they need to teach science effectively.

The criteria are organized into five categories:

1. **Science Content/Alignment with Standards:** The content as specified in the California Science Standards and presented in accord with the guidance provided in the California Science Framework
2. **Program Organization:** The sequence and organization of the science program that provide structure to what students should learn each year
3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do
4. **Universal Access:** The resources and strategies that address the needs of special student populations, including students with disabilities, students whose achievement is either significantly below or above that typical of their class or grade level, and students with special needs related to English language proficiency
5. **Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by the teacher, that enable the teacher to implement the science program effectively

In kindergarten through grade five, the California Science Standards are organized by grade level in three content strands: physical sciences, life sciences, and earth sciences. The standards for grades six through eight provide for a specific content focus in each year: earth sciences in grade six, life sciences in grade seven, and physical sciences in grade eight. Investigation and Experimentation standards are also provided at each grade level (K–8) and must be taught in the context of these content strands.

In grades nine through twelve, the California Science Standards are organized by discipline. A set of Investigation and Experimentation standards common to all the disciplines is also presented. Most high schools provide the grade nine through grade twelve science curriculum in discipline-specific courses, and some either exclusively provide integrated science courses that combine the various disciplines or provide integrated courses in addition to discipline-specific courses. To allow local educational agencies and teachers flexibility in presenting the material, the standards do not identify a particular discipline with a particular grade. Moreover, the standards do not specify a particular organization of the content of each discipline, although the California Science Framework suggests the logical sequencing of content in some places. Instructional materials may group related standards and address them simultaneously for purposes of coherence and utility.

Submissions that fail to meet Category 1, the Science Content/Alignment with Standards criteria, will not be considered satisfactory for adoption. Categories 2 through 5 will be considered as a whole, each submission passing or failing these criteria as a

group. However, every submission will be expected to have strengths in each of categories 2 through 5 to be worthy of adoption.

Category 1: Science Content/Alignment with Standards

Science instructional materials must support the teaching and learning of the California Science Standards in accord with the guidance provided in the California Science Framework. To be considered suitable for adoption, instructional materials must provide:

1. Content that is scientifically accurate.
2. Comprehensive teaching of all California Science Standards at the intended grade level(s) as discussed and prioritized in the California Science Framework, chapters 3 and 4. The only standards that may be referenced are the California Science Standards. There should be no reference to national standards or benchmarks or to any standards other than the California Science Standards.
3. Multiple exposures to the California Science Standards (introductory, reinforcing, and summative), leading to student mastery of each standard through sustained effort.
4. A checklist of California Science Standards in the teacher edition, with page number citations or other references that demonstrate multiple points of student exposure, and a reasonable and judicious allotment of instructional time for learning the content of each standard. Extraneous lessons or topics that are not directly focused on the standards are minimal, certainly composing no more than 10 percent of the science instructional time.
5. A table of evidence in the teacher edition, demonstrating that the California Science Standards can be comprehensively taught from the submitted materials with hands-on activities composing at least 20 to 25 percent of the science instructional program. Hands-on activities must be cohesive, be connected, and build on each other to lead students to a comprehensive understanding of the California Science Standards.
6. Investigations and experiments that are integral to and supportive of the grade-appropriate physical, life, and earth sciences standards so that investigative and experimental skills are learned in the context of those content standards. The instructional materials must include clear procedures and explanations, in the teacher and student materials, of the science content embedded in hands-on activities.
7. Evidence in the teacher edition that each hands-on activity directly covers one or more of the standards in the California Science Standards (in the grade-appropriate physical, life, or earth sciences strands); demonstrates scientific concepts, principles, and theories outlined in the California Science Framework;

and produces scientifically meaningful data in practice. All hands-on activities must be safe and age appropriate.

8. Explicit instruction in science vocabulary that emphasizes the meanings of roots, prefixes, and suffixes and the usage and meaning of common words in a scientific context.
9. Extensive, grade-level-appropriate reading and writing of expository text and practice in the use of mathematics, aligned with the Reading/Language Arts Framework for California Public Schools and the Mathematics Framework for California Public Schools, respectively.
10. Examples, when directly supportive of the California Science Standards, of the historical development of science and its impact on technology and society. The contributions of minority persons, particularly those individuals who are recognized as prominent in their respective fields, should be included and discussed when it is historically accurate to do so.
11. Examples, when directly supportive of the California Science Standards, of the principles of environmental science, such as conservation of natural resources and pollution prevention. These examples should give direct attention to the responsibilities of all people to create and maintain a healthy environment and to use resources wisely.

Category 2: Program Organization

The sequence and organization of the science program provide structure to what students should learn each year and allow teachers to convey the science content efficiently and effectively. The program content is organized and presented in a manner consistent with the guidance provided in the California Science Framework. To be considered suitable f or adoption, instructional materials must provide:

1. A logical and coherent structure that facilitates efficient and effective teaching and learning within a lesson, unit, and year.
2. Specific instructional objectives that are identified and sequenced so that prerequisite knowledge is introduced before more advanced content.
3. Clearly stated student outcomes and goals that are measurable and are based on standards.
4. Materials and assessments that include a cumulative or spiraled review of skills.
5. A program organization that provides the option of preparing for or pre-teaching the science content embedded in any hands-on activities.
6. A program organization that supports various lengths of instructional time and helps make efficient use of small blocks of time (that may be available during the instructional day) in kindergarten through grade three.

7. An overview of the content in each lesson or instructional unit that outlines the scientific concepts and skills to be developed. Topical headings need to reflect the framework and standards and clearly indicate the content that follows.
8. Support materials that are an integral part of the instructional program. These may include video and audio materials, software, and student workbooks.
9. Tables of contents, indexes, glossaries, content summaries, and assessment guides that are designed to help teachers, parents/guardians, and students.
10. For grades four through eight, explicit statements of the relevant grade-level standards in both the teacher and student editions.

Category 3: Assessment

Instructional materials should contain strategies and tools for continually measuring student achievement, following the guidance provided in Chapter 6 of the California Science Framework. To be considered suitable for adoption, instructional materials must provide:

1. Strategies or instruments teachers can use to determine students' entry-level skills and knowledge and methods of using that information to guide instruction
2. Multiple measures of the individual student's progress at regular intervals and at strategic points of instruction, such as lesson, chapter, and unit tests or laboratory reports
3. Suggestions on how to use assessment data to guide decisions about instructional practices and to help teachers determine the effectiveness of their instruction
4. Guiding questions for monitoring students' comprehension
5. Answer keys for all workbooks and other related student resources

Category 4: Universal Access

The instructional materials must provide resources and strategies to enable the effective teaching of students with special needs, allowing them full access to the rigorous academic content specified in the Science Content Standards, in accordance with the guidance set forth in Chapter 7 of the California Science Framework. The resources and strategies must support compliance with applicable state and federal requirements for providing instruction to diverse populations and students with special needs and should be consistent with any applicable policies of the State Board toward that end. To be considered suitable for adoption, instructional materials must provide:

1. Suggestions, based on current and confirmed research, for strategies to adapt the curriculum and the instruction to meet students' identified special needs

2. Strategies to help students who are below grade level in science learning, including more explicit explanations of the science content, to accelerate their knowledge to grade level
3. Teacher and student editions that include suggestions or reading materials for advanced learners who need an enriched or accelerated program or more complex assignments
4. Suggestions to help teachers pre-teach and reinforce science vocabulary and concepts with English learners
5. Resources that provide specific help to meet the needs of students whose reading, writing, listening, and speaking skills are below grade level (in relation to the *English–Language Arts Content Standards for California Public Schools* and the *Reading/Language Arts Framework for California Public Schools*) and help to ensure that these students know, understand, and use appropriate academic language in science
6. Evidence of adherence to the Design Principles for Perceptual Alternatives, Design Principles for Cognitive Alternatives, and Design Principles for Means of Expression, as detailed below, to allow access for all students:

Design Principles for Perceptual Alternatives

- Provide all student text in digital format, consistent with federal copyright law, so that it can easily be transcribed, reproduced, modified, and distributed in braille, large print (only if the publisher does not offer such an edition), recordings, American Sign Language videos, or other specialized accessible media for use by pupils with visual disabilities or other disabilities that prevent the use of standard materials.
- Provide written captions or written descriptions in digital format for the audio portions of visual instructional materials, such as videotapes (for those students who are deaf or hard of hearing).
- Provide educationally relevant descriptions of the images, graphic devices, or pictorial information included in the materials that are essential to the teaching of key concepts. (When important information is presented solely in graphic or pictorial form, it limits access for students who are blind or who have low vision. Digital images with verbal descriptions provide access for those individuals and also provide flexibility for instructional emphasis, clarity, and direction.)

Design Principles for Cognitive Alternatives

- Use “considerate text” design principles, including the following techniques and practices:

— Adequate titles for each selection
— Introductory subheadings for chapter sections
— Introductory paragraphs for new chapters and sections
— Concluding or summary paragraphs, where appropriate
— Complete paragraphs, including clear topic sentences, relevant support for the topic, and transitional words and expressions (e.g., furthermore, similarly)
— Effective use of typographical aids, such as boldface print, italics
— Adequate, relevant visual aids connected to the text, such as illustrations, photos, graphs, charts, maps
— Manageable, not overwhelming, visual and print stimuli
— Identification and highlighting of important terms
— List of reading objectives or focus questions at the beginning of each selection
— List of follow-up comprehension and application questions

- Provide optional information or activities to enhance students' background knowledge. (Some students face barriers because they lack the necessary background knowledge. Pretesting before an activity will alert teachers to the need for advanced preparation. Instructional materials may include optional supports for background knowledge, to be used by students who need them.)
- Provide cognitive supports for content and activities, including the following items:

  — Assessments to determine background knowledge
  — Summaries of those key concepts from the standards that the content addresses
  — Scaffolds for learning and generalization
  — Opportunities to build fluency through practice

Design Principles for Means of Expression

- Explain in the teacher edition that there are various ways for students with special needs to use the materials and demonstrate their competence, and suggest modifications that teachers might use to allow students to do so. For example, for students who have dyslexia (or difficulties physically forming letters, writing legibly, or spelling words), appropriate modifications of means of expression might be (but are not limited to) students' use of computers to complete pencil-and-paper tasks, including the use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.
- Provide support materials that will give students opportunities to develop oral and written expression.

Category 5: Instructional Planning and Support

Instructional materials must contain a clear road map for teachers to follow when planning instruction. To be considered suitable for adoption, instructional materials must provide:

1. A teacher edition that includes ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials.
2. A checklist of program lessons in the teacher edition, with cross-references to the standards covered, and details regarding the instructional time necessary for all instruction and hands-on activities.
3. Lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing lessons.
4. Blackline masters that are accessible in print and in digitized formats and are easily reproduced. Dark areas are to be minimized to conserve toner.
5. Prioritization of critical components of lessons. Learning objectives and instruction are explicit, and the relationship of lessons to standards or skills within standards is explicit.
6. Clear, grade-appropriate explanations of science concepts, principles, and theories that are presented in a form that teachers can easily adapt for classroom use.
7. Lists of necessary equipment and materials for any hands-on activities, guidance on obtaining those materials inexpensively, and explicit instructions for organizing and safely conducting the instruction.
8. Strategies to address and correct common student errors and misconceptions.
9. Suggestions for how to adapt each hands-on activity provided to other methods of teaching, including teacher modeling, teacher demonstration, direct instruction, or reading, as specified in the California Science Framework.
10. Charts of time and cost of staff development services available for preparing teachers to fully implement the science program.
11. Technical support and suggestions for appropriate use of audiovisual, multimedia, and information technology resources associated with a unit.
12. Strategies for informing parents and guardians about the science program and suggestions for how they can help to support student achievement.
13. Teacher editions containing full, adult-level explanations and examples of the more advanced science concepts, principles, and theories that appear in the lessons so that teachers can refresh or enhance their own knowledge of the topics being covered, as necessary.

Appendix B

Learning Resource Display Centers

Locations for reviewing both submitted and adopted instructional materials and resources for grades K-8.

Peg Gardner, LRDC #1 Humboldt County Office of Education 901 Myrtle Avenue Eureka, CA 95501 707-445-7077	Rita Yee, LRDC #7 College of Education San Francisco State University Cahill Learning Resources and Media Lab 1600 Holloway Avenue, Burk Hall 319 San Francisco, CA 94132 415-338-3423
Bob Benoit, LRDC #2 Butte County Office of Education Instructional Resources Center 5 County Center Drive Oroville, CA 95965 530-532-5814	V. Ruth Smith, LRDC #8 Stanislaus County Office of Education Technology Learning Resources 1100 H Street Modesto, CA 95354 209-525-4988
Jennifer Duckhorn , LRDC #3 Sonoma County Office of Education Instructional Resource Center 5340 Skylane Boulevard Santa Rosa, CA 95403 707-524-2837	Diane Perry , LRDC #9 Santa Clara County Office of Education Library Services 1290 Ridder Park Drive San Jose, CA 95131 408-453-6800
Ben Anderson , LRDC #4 Sacramento County Office of Education Instructional Technology and Learning Resources 10474 Mather Boulevard Mather, CA 95655 916-228-2351	John Magneson, LRDC #10 Merced County Office of Education Instructional Services 632 West 13th Street Merced, CA 95340 209-381-6632
Rovina Salinas, LRDC #5 Contra Costa County Office of Education Curriculum & Instruction Department 77 Santa Barbara Road Pleasant Hill, CA 94523 925-942-5332	Janie Rocheford, LRDC #11 Fresno County Office of Education School Library and Media Services 1111 Van Ness Fresno, CA 93721 559-265-3094
Hector Garcia , LRDC #6 Alameda County Office of Education Educational Services 313 West Winton Avenue Hayward, CA 94544 510-670-4235	Elainea Scott, Steve Woods, LRDC #12 Tulare County Office of Education Educational Resource Services 7000 Doe Avenue, Suite A Visalia, CA 93291 559-651-3077

Learning Resource Display Centers (Cont.)

Locations for reviewing both submitted and adopted instructional materials and resources for grades K-8.

Anne Santer, LRDC #13 Kern County Superintendent of School Office The Learning Center 2020 K Street Bakersfield, CA 93301 661-636-4640	Sharon McNeil, LRDC #18 Los Angeles County Office of Education Library Services 12757 Bellflower Boulevard Downey, CA 90242 562-922-6359
Note: LRDC #14 is now LRDC #A4 (see below)	Esther Sinofsky, LRDC #19 Los Angeles Unified School District Textbook Services 1545 Wilshire Boulevard, Suite 200 Los Angeles, CA 90017 213-207-2280
Lorna Lueck, LRDC #15 University of California Davidson Library, Curriculum Lab Santa Barbara, CA 93106-9010 805-893-3060	Sandra Lapham, LRDC #20 Orange County Department of Education 1715 East Wilshire Avenue, Suite 713 Santa Ana, CA 92705 714-541-1052
Patti Johnson, LRDC #16 Ventura County Superintendent of Schools Office Educational Services Center 570 Airport Way Camarillo, CA 93010 805-388-4407	Ann Frenkel , LRDC #21 University of California, Riverside Rivera Library P.O. Box 5900 Riverside, CA 92517-5900 951-827-3715 or 4394
Cindy Munz, LRDC #17 San Bernardino County Superintendent of Schools Curriculum and Instruction 4549 Hallmark Parkway San Bernardino, CA 92407-1834 909-386-2666	Barbara Takashima, LRDC #22 San Diego County Office of Education 6401 Linda Vista Road, Room 201 San Diego, CA 92111 858-292-3557

Learning Resource Display Centers (Cont.)

The following LRDCs display adopted instructional materials and resources for grades K-8 only; they do not display submitted materials and resources.

Karol Thomas, LRDC #A1 San Mateo County Office of Education 101 Twin Dolphin Drive Redwood City, CA 94065-1064 650-802-5651	Collette Childers, LRDC #A5 California State University Fullerton Pollak Library, Curriculum Materials Center 800 North State College Boulevard Fullerton, CA 92834 714-278-2151 or Reference Desk at 714-278-3743
Susan Kendall, LRDC #A2 San Jose State University King Library One Washington Square San Jose, CA 95192-0028 408-924-2823 or 3730	Harry Powell, LRDC #A6 Instructional Resources and Technology Department Monterey County Office of Education 901 Blanco Circle/P.O. Box 80851 Salinas, CA 93912-0851 831-784-4161
Rosalind Van Auker, LRDC #A3 California State University Sacramento Library, Reference Department 2000 State University Drive East Sacramento, CA 95819-6039 916-278-5673	John Roina , LRDC #A7 Yolo County Office of Education Learning Resources Display Center 1280 Santa Anita Court, Suite 100 Woodland, CA 95776 530-668-3757
Dr. Jose Montelongo, LRDC #A4 California Polytechnic State University Kennedy Library Information and Instructional Services 1 Grand Avenue San Luis Obispo, CA 93407 805-756-7492	

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 2, 2006

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

FROM: GAVIN PAYNE
Chief Deputy Superintendent of Public Instruction

RE: Item No. 40

SUBJECT: 2006 Science Primary Adoption: Curriculum Development and Supplemental Materials Commission Recommendations, New "Planet" Definition

EDITS AND CORRECTIONS

Attachment 1 contains the list of edits and corrections for the Curriculum Commission's Report on the Glencoe/McGraw-Hill, *Glencoe Science Focus On Series* program submitted for the 2006 Science Primary Adoption. The Curriculum Commission combined two lists of edits and corrections into one final recommended list to be appended to the Curriculum Commission report forwarded for the November State Board of Education (SBE) meeting.

PUBLIC COMMENT AND REVIEW

Instructional materials submitted for the 2006 Science Primary Adoption were displayed for public review and comment beginning April 13, 2006, at 21 Learning Resource Display Centers (LRDCs) throughout the state. Six additional public comments were received after the November SBE agenda item was submitted. All of the comments were favorable to the programs reviewed. The public comments have been forwarded with this last minute memorandum as Attachment 5.

ATTACHMENTS

Attachment 4: 2006 Science Primary Adoption Glencoe/McGraw-Hill—Edits and Corrections (5 Pages)

Attachment 5: 2006 Science Primary Adoption Public Comment (6 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the SBE office.)

2006 Science Primary Adoption
Glencoe/McGraw-Hill—Edits and Corrections

The following edits and corrections must be made as a condition for adoption:

1. Grade 6: SN, p. 17, Magnetic field can be around any magnet, not just a planet. Change “planet” to “magnet”.
2. Grade 6: TWE/SE, p. 106, fig. 28, Wrong picture inserted. Meteorite does not illustrate the caption. Finish caption with “This meteorite is made of material similar to Earth’s core.”
3. Grade 6: TWE/SE, p. 186, Not all of the Pacific plate is on the oceanic lithosphere. Either delete sentence, or replace with “The Pacific plate contains mostly oceanic lithosphere.”
4. Grade 6: TWE/SE, p. 265, “The moment magnitude is calculated by…” should be “The seismic moment can be calculated by…” Make next sentence, “This seismic moment is related to moment magnitude, which is the most widely used measurement scale, because it gives…”
5. Grade 6: TWE/SE, p. 308, “intrusive volcanic features” should be “intrusive igneous features.
6. Grade 6: TWE/SE, p. 326, Question 7-A, “at the bottom of the slab” answer should be “within the slab”.
7. Grade 6: TWE/SE, p. 338, Call the lab “Water and Erosion” change “Weathering” to “Erosion” in the first paragraph.
8. Grade 6: TWE/SE, p. 360, fig. 31, Change the first sentence in the caption, “The arch and stack were formed by waves eroding the cliff.”
9. Grade 6: TWE/SE, p. 370, Question 2, Change answer A to “frost Wedging”, change correct choice C “acidic water”.
10. Grade 6: TWE/SE, p. 412, Mini lab on p. 412 listed as being on p. 410 on lab p. xv.
11. Grade 6: TWE/SE, p. 443, “…or from a rock called feldspar.” change to “…or from a mineral called feldspar.” Feldspar is a mineral not a rock.
12. Grade 6: TWE/SE, p. 83, “Water is a powerful force, capable of…” should be “Water flowing downhill has a lot of kinetic energy, capable of…”
13. Grade 6: IC, Lesson 2 review, Delete reference to the Grand Canyon formed by depositional contact.
14. Grade 6: MSATE, p. i, “CA Standards for ELA” should be “CA Standards for Mathematics”.
15. Grade 6: RE, p. 146, Replace “Mojave” with “Great Basin”.
16. Grade 6: RE, p. 48, “Eventually the plate drops into the mantle and causes the melting in the mantle above it.” should be “Eventually the plate is pushed back into the mantle and part of it may melt.”
17. Grade 6: RE, p. 81, Lava tubes are the channels, the lava does not flow through a channel. Rewrite as “A lava tube is a hollow tube that forms when the top of a lava tube cools and hardens, but the lava underneath flows out.”
18. Grade 6: SE, Index (multiple pages), Pages in index do not match actual pages.
19. Grade 6: SE, p. 376, Data lab is located on p. 376, but is referenced as p. 378 on backwards map p. 356B.

20. Grade 6: SE, p. 378, Design a lab is referenced to pp. 380-381 in backwards map, but is actually located on pp. 378-379.
21. Grade 6: SE, p. 404, Data lab listed as being on p. 410 on lab p. xvi.
22. Grade 6: SN, p. 13, mineral and density – inaccurate definitions; replace with standard definitions.
23. Grade 6: SN, p. 54, all of CA is not located on the same plate. Answer should be D.
24. Grade 6: SN, p. 61, density and refraction bends because velocity changes.
25. Grade 6: SN, p. 82, correct definition of minerals.
26. Grade 6: TWE, p. 169, wrong page reference for Performance Assessment Rubric.
27. Grade 6: TWE, p. 170, (example) replace “English language learners” with “English Learners” (Education Code specifies this terminology for California).
28. Grade 6: TWE, p. 33T, change “effective teaching and learning of biology …” to “Effective teaching and learning of Earth …”
29. Grade 6: TWE, p. 44T, “Reading Preview: “Focus on Life Science…” change to : “Focus on Earth Science…”
30. Grade 6: TWE, p. 48T, Poems and Songs, “As they tell about a biologist…” change to “geologist”.
31. Grade 6: TWE, p.78, Text states that without weather forces, planet’s surface would be flat. Not true. Plate tectonics build mountains. Without weather forces, Earth’s surface would be more mountainous. Rewrite as “Without these competing processes, the planet’s surface would be more mountainous.
32. Grade 6: TWE/SE p. 43, About the Photo references Ptolomy’s map. Include the map.
33. Grade 6: TWE/SE, p. 108, the Earth formed billions of years ago, not millions.
34. Grade 6: TWE/SE, p. 116, Choice “c” is also correct.
35. Grade 6: TWE/SE, p. 118, delete item 3 (intent of item is unclear), item 9 there is no layer “M” in the image; image between items 12 and 13 is a list of mineral characteristics, not Moh’s Hardness Scale. Change title.
36. Grade 6: TWE/SE, p. 127, Figure 4 – Change label “When the potential energy changed to kinetic energy it damaged the car.”
37. Grade 6: TWE/SE, p. 132, definition of wave – add the word “mechanical”.
38. Grade 6: TWE/SE, p. 147, “In solid, particles…” should be “In solids, particles…”
39. Grade 6: TWE/SE, p. 184, Figure 16, replace text to: “You probably live on the Pacific plate …”
40. Grade 6: TWE/SE, p. 187, delete Demonstration. Melting chocolate is an inaccurate example as it implies the mantle is molten.
41. Grade 6: TWE/SE, p. 193, Change “forces” to “processes”.
42. Grade 6: TWE/SE, p. 220, “fault line” should be replaced by “fault zone”.
43. Grade 6: TWE/SE, p. 294, rock becomes less dense not the particles.
44. Grade 6: TWE/SE, p. 310, Long Valley Caldera is not in the Cascades. Select another example or refer to it as from Sierra Nevada.
45. Grade 6: TWE/SE, p. 328, #3: Change 3B to “explosive eruptions”.
46. Grade 6: TWE/SE, p. 367, Explanation refers to a woman in the picture. Include an image of this woman or delete the reference.
47. Grade 6: TWE/SE, p. 367, Fossils at Lyme Regis – add “and to last line.

48. Grade 6: TWE/SE, p. 498, "…that explains which cause factors cause…" should be "…that explains which factors cause…"
49. Grade 6: TWE/SE, p. 533, figure 16, Greenland should be coded as a continental ice sheet, not tundra.
50. Grade 6: TWE/SE, p. 536, A sloth is not a hunter. Pick another animal..
51. Grade 6: TWE/SE, p. 624, Question #1 answer should be A; # 2 answer should be A, #3 answer should be C, #4 answer should be B, #5 answer should be C.
52. Grade 6: TWE/SE, p. 79, landforms are not only formed by surface processes… may lead to misconception that mountains are not formed by plate tectonics. Rewrite as "Features sculpted by processes both on Earth's surface and resulting from forces within the Earth are called landforms."
53. Grade 6: TWE/SE, p. 86, include answers to question in figure 9.
54. Grade 6: TWE/SE, p.264, the last sentence above "magnitude is related to the amount of energy released by an earthquake."
55. Grade 7: TWE/SE, p. 501, Step 3, "Label the flaps as shown" There are no labels. Should be Male Reproduction, Female Reproduction.
56. Grade 7: RE, p.86, Change the second bullet to "Sedimentary rocks form in layers that do not end abruptly."
57. Grade 7: TWE, p. 321, "…the Sun's warming, UV rays…" should be "clouds block some of the sunlight".
58. Grade 7: TWE/SE p. 337, change last sentence to, "Almost 85 percent of all species in the oceans and all of the remaining dinosaurs became extinct, yet many mammal, bird and reptile species survived."
59. Grade 7: TWE/SE p. 93, change definition of Newton's Law to "An object at rest remains at rest. An object in motion stays in motion at a constant speed in a straight line unless acted upon by an unbalanced force."
60. Grade 7: TWE/SE, p. 286, regarding metamorphic rock, add "short of melting" after "extreme pressure or heat."
61. Grade 7: TWE/SE, p. 296, radioactive elements are found in crust -not just in the mantle. Delete "Recall that rocks are made up of minerals." change next sentence to, "Geologists can determine the absolute age of a piece of the Earth's crust by calculating …"
62. Grade 7: TWE/SE, p. 302, "While there are places…that hold the soil in place" should be "While there are places…hold the soil in place".
63. Grade 7: TWE/SE, p. 310: question 4, change 2 half-lives to 1, change 12.5 percent to 6.25%, change 3 half-lives to 2 half-lives)
64. Grade 7: TWE/SE, p. 318, regarding mass extinction – it is not just the number of fossils, but diversity of fossils. Change sentence to, "Scientists look for layers of rock that include more diversity and greater numbers of fossils than rock layers above them."
65. Grade 7: TWE/SE, p. 320, change "The year after this eruption is referred to as the year without summer as the air was blanketed with ash, reducing the amount of sunlight that reached the surface of the Earth." Date is 1816 not 1902.
66. Grade 7: TWE/SE, p. 320, change Mt. Pelee to Tambora.
67. Grade 7: TWE/SE, p. 320, densest part of cloud would settle first.
68. Grade 7: TWE/SE, p. 373, Figure 9, the right end (where the green arrow is) should have a label of 60N.

69. Grade 7: TWE/SE, p. 49, figure 2, name the structure.
70. Grade 7: TWE/SE, p.183, 2-trait model diagram is referenced but not provided.
71. Grade 7: TWE/SE, p.183, figure 12 bottom figure, pea on left should be yellow.
72. Grade 8: MSATE, p. i, “CA Standards for ELA” should be “CA Standards for Mathematics”.
73. Grade 8: RWSK, p. 32, “…but less that the pressure at the bottom of the glass.” Should be “…but less than the pressure at the bottom of the glass.”
74. Grade 8: SE/TWE, p. 116, “As mass increases of decreases,…” should be “As mass increases or decreases, how does the weight of an object change?”.
75. Grade 8: SE/TWE, p. 156, “Wipe the pencil dry and then place it _ one of the unknown liquids.” should be “Wipe the pencil dry and then place it on one of the unknown liquids.”
76. Grade 8: SE/TWE, p. 291, “…top of the preiodic table…” should be “…top of the Periodic Table…”
77. Grade 8: SE/TWE, p. 58, “total time/total time” should be average speed (in m/s) = total distance (in m)/total time (in s).
78. Grade 8: SE/TWE, p. 72, “…the potted line is not a straight…” should be “…the plotted line is not straight…”
79. Grade 8: TWE, p. 453, Answer should be “A” and not “D”.
80. Grade 8: LM, p. 43, Errors in periodic table: 1) The size of the atoms decrease from left to right across a period of the periodic table. The Noble gases are at the end of the periods and should be smallest atoms. 2) Neon is at the end of period 2: Li, Be, B, C, N, O, F and Ne – Neon is largest, but should be smallest – correct the size. Same for period 3 ending at Argon.
81. Grade 8: LM, p. 47, No concentration is noted for hydrochloric acid. Suggest identify as 1M.
82. Grade 8: LM, p. 52, Safety – Fig. 2 shows a Bunsen burner. Substitute hot water bath/hot plate for Bunsen burner – solution may “bump” due to heat buildup.
83. Grade 8: LM, p. 69, Safety – No concentration is noted for nitric acid. Identify concentration of nitric acid to be used.
84. Grade 8: TWE/SE p. 177, figure 4 (caption and reference in text) - glaciers on Mars are not water but carbon dioxide.
85. Grade 8: TWE/SE p. 187, change caption answer for figure 14 to match caption answer box.
86. Grade 8: TWE/SE, p. 101, figure 17, rubber band stretching, where is the tension.
87. Grade 8: TWE/SE, p. 110, figure 24, shows Earth and sun but text is about Earth and moon. Change to support text.
88. Grade 8: TWE/SE, p. 368, Mini lab is located on p. 366, but is referenced to 368 on backwards map on p. 356B.
89. Grade 8: TWE/SE, p. 425, human body contains 60% of water-compare to p. 439 says 60-80% - make these consistent.
90. Grade 8: TWE/SE, p. 487, # of moons, data does not correspond with p. 481 on the same topic. (number of moons does not match) (Jupiter should be 63, Saturn should be 47, Pluto should be 3).
91. Grade 8: TWE/SE, p. 489, “Have you ever seen a comet streak across the sky?” should be “Have you ever seen a meteor streak across the sky?”.

92. Grade 8: TWE/SE, p. 515, figure 8, change caption to “In fact, supergiant stars at the top right of the diagram…”
93. Grade 8: TWE/SE, p. 528, picture of M13 in galactic center, which it isn’t - remove image of M13.
94. Science Fun Facts, p.426, snails don’t give live birth

ITEM # 41

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
2008 Reading/Language Arts/English Language Development Primary Adoption: English Language Arts/English Language Development Standards Correlation Matrix	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the English Language Arts/English Language Development (ELA/ELD) Standards Correlation Matrices to be used to demonstrate the alignment of the one hour of ELD instructional materials required of two of the programs to be submitted for the 2008 Reading/Language Arts/English Language Development Instructional Materials Adoption.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

- **April 17, 2006**: The SBE adopted the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* which included the Chapter 9: Criteria for Evaluating Instructional Materials, Kindergarten Through Grade Eight.

  The Criteria includes a request for five types of programs, two of which include one hour of ELD instructional materials. The matrices are referenced in Criterion 27 on page 460 of Chapter 9, which states:

  > The English language development (ELD) instructional materials are consistent with and connected to the Basic Program and aligned to the *English-Language Arts Content Standards, English Language Development Standards* and *Reading/Language Arts Framework.* Materials shall demonstrate alignment to the ELA and ELD standards through the SBE-approved correlation matrices developed under SB 1113.

SUMMARY OF KEY ISSUES

Revised Format

The SBE-approved matrices developed under SB 1113 have been revised to meet the needs of the 2008 Reading/Language Arts/English Language Development Instructional Materials Adoption as described below.

The ELA/ELD standards matrices were originally developed for the Supplementary Materials for English Learners program funded through SB 1113. These supplementary ELD instructional materials were required to meet only one ELA standard and one ELD standard at any of the five proficiency levels listed in the ELD standards to qualify for purchase by participating districts.

In the 2008 Reading/Language Arts/English Language Development Instructional Materials Adoption two programs will be required to provide one hour of ELD instructional materials at each grade level, the Reading/Language Arts/English Language Development Basic Program, and the Primary language/English Language Development Basic Program. The ELD instructional materials in these basic programs are required to address the English-language arts content standards as delineated in the *Reading Language Arts Framework*.

In addition, the ELD instructional materials are required to address the Beginning, Early Intermediate, Intermediate, and Early Advanced levels of English Language proficiency at the appropriate grade levels.

The SB 1113 matrices have been reformatted to include only those ELA standards included in the *Reading Language Arts Framework*, and only the four required proficiency levels.

The SB 1113 matrices included a check box for publishers to indicate which ELA and ELD standards were addressed by their supplementary materials, however, the adoption criteria requires that the ELD instructional materials address every ELA standard listed on the matrices. Therefore the check boxes have been eliminated.

The directions to publishers were also revised to reflect the changes in format and the purpose of the matrices. The directions include examples of appropriate citations.

Focus Groups

Two focus groups were convened to review the revised matrices for grade three and give feedback. The first, held on July 30, 2006, was a focus group composed of educators, many of whom were familiar with the SB 1113 matrices and with ELD instruction. The second, held on August 30, 2006, was composed of publisher representatives familiar with the state adoption process. Suggestions from each focus group were incorporated into the directions to publishers and in the format of the matrices.

FISCAL ANALYSIS (AS APPROPRIATE)

The ELA/ELD matrix is part of the criteria for evaluating reading/language arts instructional materials in 2008. While state Instructional Materials Fund will be used to purchase the adopted instructional materials in fiscal year 2008-09, the funding has yet to be determined by the legislature.

ATTACHMENT(S)

Attachment 1: ELA/ELD Standards Correlation Matrix Instructions for Publishers (2 pages)

Attachment 2: ELA/ELD Standards Correlation Matrix – Grade Three (17 pages)

Publishers' Instructions for ELA/ELD Standards Correlation Matrix

The Reading/Language Arts/English Language Development (ELD) Basic Program and the Primary Language/English Language Development Basic Program include one hour of English language development instructional materials. This one hour of ELD instruction is required to include specific English Language Arts (ELA) content standards (Attachment A: Matrix 3 of the Criteria for Evaluating Instructional Materials) aligned with the ELD standards at four proficiency levels. These matrices have been developed to provide a means for publishers to demonstrate how their one hour of ELD instructional materials meets these selected ELA and ELD standards.

Publishers must meet all of the standards from the ELA column and provide citation(s) to show how the standards are taught in-depth and to establish the alignment between the ELA/ELD standards.

The ELA/ELD Standards Correlations Matrices address the following domains:

- Listening and Speaking Strategies and Applications
- Writing Strategies and Applications
- Written and Oral English-Language Conventions
- Reading: Word Analysis, Fluency, Systematic Vocabulary Development, Comprehension and Literary Response and Analysis

In addition to the domains listed above, all of the matrices were written to address the four ELD proficiency levels required in the one hour of ELD instructional materials:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced

The Correlation Matrices are Word documents in table form, and will expand as information is entered. The Correlation Matrices will be provided to publishers on CD-ROM.

Top Information:
Fill in the complete Publisher name and complete Program Title.

ELA Standards–Column 1

ELD Standards–Columns 2-5

Note: for reference purposes on the Correlation Matrix, ELD standards have been numbered. The numbers appear at the beginning of each standard. Also, the ELA and ELD standards that are aligned may appear on different pages.

Primary Citation(s)–Column 6
These are the places in the program where the identified ELA standards and relevant ELD standards are taught in-depth. Publishers should cite the strongest examples, but the list of citations should not be exhaustive. Alignment between ELA and ELD standards should be clear. Be sure to include in the citation the proficiency level addressed. There should be at least one primary citation for each ELA standard and relevant ELD standards.

Supporting Citation(s)–Column 7
These are places in the program where the ELA and ELD standards are also taught, but are not the primary emphasis of instruction. Supporting Citations use the same format as primary citations.

Examples of Citations:

> **ELA 1.7, ELD EA5: SE, pp. 36, 49; Student Dictionary, pp. 2-3**
>
> This citation shows that the ELA Reading Standard 1.7, use of a dictionary, and ELD standard EA5 (early advanced level) are taught in the student edition (SE) on pages 36 and 49 and in a Student Dictionary on pages 2-3.
>
> **ELA 1.3, ELD B3, EI4, I6: SE/TE lesson 3, pp. 12-14; (SW) pp. 9-12**
>
> This citation shows that the ELA Reading Standard 1.3 and ELD standards B3 (beginning level), EI4 (early intermediate level) and I6 (Intermediate level) are taught in both the student and teacher editions (SE/TE) in lesson 3 and in the student workbook (SW) on pages 9-12.

Publishers should be very clear in identifying the component (individual item of the program), and the location in that component, so that reviewers can easily locate and verify the information. Note that more than one ELD standard may be covered by the same citation.

For clarity, if abbreviations are used in the citations, e.g. TE, please use the same abbreviations used in the English language arts standards maps or spell out the abbreviation the first time it is used.

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

ELA Standards Grade 3 Reading	**ELD Reading Grades 3-5**				**Primary Citations**	**Supporting Citations**
	Beginning	**Early Intermediate**	**Intermediate**	**Early Advanced**		
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. *Decoding and Word Recognition* 1.1 Know and use complex word families when reading (e.g.,*-ight*) to decode unfamiliar words. 1.2 Decode regular multisyllabic words. 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	**Word Analysis** B1. Recognize English phonemes that correspond to phonemes students already hear and produce While reading aloud. B2. Recognize sound/symbol relationships in one's own writing.	**Word Analysis** EI1. While reading aloud, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., *a* in *cat* and final consonants). EI2. Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	**Word Analysis** I1. Pronounce most English phonemes correctly while reading aloud. I2. Use common English morphemes in oral and silent reading.	**Word Analysis** EA1. Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.		

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ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Vocabulary and Concept Development	**Fluency and Systematic Vocabulary Development**	**Fluency and Systematic Vocabulary Development**	**Fluency and Systematic Vocabulary Development**	**Fluency and Systematic Vocabulary Development**		
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things). 1.6 Use sentence and word context to find the meaning of unknown words. 1.7 Use a dictionary to learn the meaning and other features of unknown words. 1.8 Use knowledge of prefixes (e.g., *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (e.g., *-er, -est, -ful*) to determine the meaning of words.	B3. Read aloud simple words (e.g., nouns and adjectives) in stories or games. B4. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). B5. Demonstrate comprehension of simple vocabulary with an appropriate action. B6. Retell simple stories by using drawings, words, or phrases. B7. Produce simple vocabulary	EI3. Apply knowledge of content-related vocabulary to discussions and reading. EI4. Read simple vocabulary, phrases, and sentences independently. EI5. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences. EI6. Demonstrate internalization of English grammar, usage, and word choice	I3. Create a simple dictionary of frequently used words. I4. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in text. I5. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. I6. Read grade-appropriate narrative and expository texts	EA2. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. EA3. Recognize that some words have multiple meanings (e.g., *present/gift, present/time*) in literature and texts in content areas. EA4. Use some common root words and affixes when they are attached to known vocabulary (e.g., *educate, education*). EA5. Use a		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

	(single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	by recognizing and correcting some errors when speaking or reading aloud. EI7. Read aloud with some pacing, intonation, and expression one's own writing of narrative and expository texts.	aloud with appropriate pacing, intonation, and expression. I7. Use content-related vocabulary in discussions and reading. I8. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., *speak, speaker*).	standard dictionary to find the meaning of known vocabulary. EA6. Recognize simple analogies (e.g., "fly like a bird") and metaphors used in literature and texts in content areas. EA7. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. EA8. Recognize some common idioms (e.g., "scared silly") in discussions and reading. EA9. Read aloud with appropriate pacing, intonation, and		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

				expression increasingly complex narrative and expository texts.		
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	**Reading Comprehension** B8. Respond orally to stories read aloud by giving one- or two- word responses (e.g., “brown bear”) to factual comprehension questions. B9. Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases. B10. Understand and follow simple one-step directions for	**Reading Comprehension** EI8. Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”). EI9. Read and orally identify relationships between written text and one’s own experience by using simple sentences. EI10. Understand and follow simple	**Reading Comprehension** I9. Use detailed sentences to respond orally to comprehension questions about text (e.g., “The brown bear lives with his family in the forest”). I10. Read text and identify features, such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. I11. Read text and use detailed sentences to identify orally the	**Reading Comprehension** EA10. Describe the main ideas and supporting details of a text. EA11. Generate and respond to comprehension questions related to the text. EA12. Describe relationships between the text and one’s personal experience. EA13. Locate text features, such as format, diagrams, charts, glossaries, and		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.	classroom activities.	two-step directions for classroom activities.	main ideas and use them to make predictions and support them with details.	indexes, and identify the functions.		
Structural Features of Informational Materials 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.				EA16. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.		
Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text. 2.4 Recall major points in the text and make and modify predictions about	B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. B12. Identify, using key words and /or phrases, the main idea in a story read aloud. B13. Point out text features,	EI11. Orally identify, using simple sentences, the basic sequence of events in text that one reads. EI12. Read text and orally identify the main ideas by using simple sentences and drawing inferences about the text.	I12. Read and use more detailed sentences to describe orally the relationships between text and one's own experiences. I13. Understand and follow some multiple-step directions for classroom-related activities.	EA14. Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences. EA15. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	such as the title, table of contents, and chapter headings.	EI13. Read and identify basic text features such as th title, table of contents, and chapter headings. EI14. Orally identify examples of fact and opinion in familiar texts read aloud.	I14. Read literature and content area texts and orally identify examples of fact and opinion and cause and effect.			
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 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.	**Literary Response and Analysis** B14. Listen to a story and respond orally in one or two words to factual comprehension questions. B15. Identify orally different characters and settings in simple literary texts by using words or phrases.	**Literary Response and Analysis** EI15. Respond orally to factual comprehension questions about brief literary texts by answering in simple sentences. EI17. Recite simple poems.				

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

	B16. Distinguish between fiction and nonfiction by giving one- or two- word oral responses.					
Structural Features of Literature 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	B17. Create pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.	EI19. Distinguish orally between poetry, drama, and short stories by using simple sentences.				

ELA Standards Grade 3 Writing	**ELD Standards Writing Grades 3-5**				**Primary Citations**	**Supporting Citations**
	Beginning	**Early Intermediate**	**Intermediate**	**Early Advanced**		
Writing 1.0 Writing Strategies Students write clear and 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,	**Writing Strategies** B2. Label key parts of common objects. B3. Create simple sentences or phrases with some assistance.	**Writing Strategies** EI2. Write simple sentences and use drawings, pictures, lists, charts, and tables to respond to familiar literature. EI3. Follow a model given by	**Writing Strategies** I2. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical	**Writing Strategies** EA3. Independently write simple responses to literature. EA4. Use complex vocabulary and sentences		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

ELA Standards Grade 3 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
drafting, revising, editing successive versions). *Organization and Focus* 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details *Research* 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). *Evaluation and Revision* 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.		the teacher to independently write a short paragraph of at least four sentences. EI4. Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	forms. I5. Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).	appropriate for language arts and other content areas (e.g., math, science, social studies).		
2.0 Writing Applications (Genres and Their Characteristics)	B4. Use models to write short narratives.	EI1. Write short narrative stories that include	I1. Narrate with some detail a sequence of	EA1. Write a detailed summary of a		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

ELA Standards Grade 3 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade three outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support	B5. During group writing activities, write brief narratives and stories by using a few standard grammatical forms.	elements of setting and characters. EI5. Follow a model to write a friendly letter. EI6. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	events. I3. Begin to use a variety of genres in writing (e.g., expository, narrative, poetry). I4. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed.) I6. Write a letter independently by using detailed sentences.	story. EA2. Arrange compositions according to simple organizational patterns. EA5. Independently write a persuasive letter with relevant evidence. EA6. Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

ELA Standards Grade 3 Writing	ELD Standards Writing Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
unified impressions of people, places, things, or experiences. 2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interest of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.						

ELA Standards Grade 3 Listening and Speaking	ELD Listening and Speaking Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
Listening and Speaking 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	B1. Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words	EI1. Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and	I1. Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the	EA1. Listen attentively to more complex stories and information on new topics across content areas and identify the		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

important ideas by using proper phrasing, pitch, and modulation. *Comprehension* 1.1 Retell, paraphrase, and explain what has been said by a speaker. 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker. 1.3 Respond to questions with appropriate elaboration. 1.4. Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	or phrases). B2. Answer simple questions with one- to two-words responses. B3. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*. EI2. Ask and answer questions using phrases or simple sentences EI3. Restate and execute multiple-step oral directions.	computer lab?"). I2. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.	main points and supporting details.		
Organization and Delivery of Oral Communication 1.5 Organize ideas chronologically or around major points of information. 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. 1.7 Use clear and specific vocabulary to communicate	B4. Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").	EI4. Orally identify the main points of simple conversations and stories that are read aloud by using phrases or simple sentences. EI5. Orally communicate basic needs (e.g.,	I3. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female	EA2. Summarize major ideas and retell stories in greater detail by including the characters, setting, and plot. EA3. Make oneself		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

ideas and establish the tone. 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.		“May I get a drink of water?”).	pronouns). I4. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. EA4. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. EA6. Ask and answer instructional questions with		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

				more extensive supporting elements (e.g., “Which part of the story was the most important?”)		
Analysis and Evaluation of Oral and Media Communications 1.10 Compare ideas and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker’s opinions and verifiable facts.						
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		EI6. Recite familiar rhymes, songs, and simple stories.	I5. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	EA5. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. EA7. Use simple figurative language and idiomatic expressions		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

Listening and Speaking Standard 1.0. Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: 2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people,				(e.g., “”It’s raining cats and dogs”) to communicate ideas to a variety of audiences.		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

places, things, or experiences.						

ELA Standards Grade 3 Writing	ELD Standards Written and Oral Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
Written and Oral English Language Convention Students write and speak with a command of standard English conventions appropriate to this grade level. *Sentence Structure* 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. *Grammar* 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles	**English Language Conventions** B6. Use capitalization when writing one's own name and at the beginning of sentences. B7. Use a period at the end of a sentence and a question mark at the end of a question.	**English Language Conventions** EI7. Use capitalization to beg sentences and for proper nouns. EI8. Use a period at the end of a sentence and use some commas appropriately. EI9. Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	**English Language Conventions** I7. Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. I8. Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	**English Language Conventions** EA7. Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. EA8. Use standard word order but may have more consistent grammatical forms, including inflections. EA9. Edit writing to check the		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

ELA Standards Grade 3 Writing	ELD Standards Written and Oral Language Conventions Grades 3-5				Primary Citations	Supporting Citations
	Beginning	Early Intermediate	Intermediate	Early Advanced		
correctly in writing and speaking. 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. *Punctuation* 1.5 Punctuate dates, city and state, and titles of books correctly. 1.6 Use commas in dates, locations, and addresses and for items in a series. *Capitalization* 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. *Spelling* 1.8 Spell correctly one-				basic mechanics of writing (e.g., punctuation, capitalization, and spelling).		

ELA/ELD Standards Correlation Matrix for ELD Materials–Grade Three

The English Language Arts (ELA) Standards required for the one hour of English Language Development (ELD) Materials are listed in Attachment A, Matrix 3. This correlation matrix is to be used to indicate the alignment of the required ELA Standards to the relevant English Language Development (ELD) Standards in the ELD instructional materials and at which proficiency levels these standards are addressed.

ELA Standards Grade 3 Writing	**ELD Standards Written and Oral Language Conventions Grades 3-5**				**Primary Citations**	**Supporting Citations**
	Beginning	**Early Intermediate**	**Intermediate**	**Early Advanced**		
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*). 1.9 Arrange words in aphabetic order.						

ITEM # 42

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
2007 Mathematics Primary Adoption of Instructional Materials: Appointment of Instructional Materials Advisory Panel Members and Content Review Panel Experts (Cohort 1)	☒ 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, and Content Review Panel (CRP) experts as recommended by the Curriculum Development and Supplemental Materials Commission (Curriculum Commission).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

March 9, 2005: The SBE adopted the 2006 edition of the *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve*, which includes the evaluation criteria for the 2007 Mathematics Primary Adoption.

January 12, 2006: The SBE adopted the 2007 Mathematics Primary Adoption Timeline.

SUMMARY OF KEY ISSUES

Background
In March 2006, a recruitment letter from State Superintendent of Public Instruction (SSPI), Jack O'Connell, was sent to district and county superintendents, curriculum coordinators in mathematics, and other interested individuals and organizations, to recruit mathematics educators to serve as IMAP members and CRP experts. Recruitment letters were also sent to college and university departments of mathematics, and to a number of professional associations related to mathematics. The application forms for the IMAP and CRP have been on the CDE Web site since February 2006.

The CDE received a total of 83 IMAP applications and 8 CRP applications.

On September 29, 2006, the Curriculum Commission approved to move forward to the SBE 85 applicants for appointment to the IMAP, **conditioned upon legal counsel review of any potential conflicts of interest.**

SUMMARY OF KEY ISSUES (Cont.)

The 85 applicants for IMAP appointment include three CRP applicants, originally #502, #505, and #507, that are being recommended for appointment to the IMAP because they **do not have a doctorate degree in mathematics or a related field**. These three applicants are being forwarded to the SBE as IMAP applicants #85, #86, and #87. Applicants #85 and #87 have accepted the recommended appointment to the IMAP; however, applicant #86 has declined the appointment to the IMAP and is only willing to serve if appointed as a CRP.

In addition, the Curriculum Commission approved to move forward to the SBE the remaining five applicants for appointment to the CRP, **conditioned upon legal counsel review of any potential conflicts of interest.**

In total, the Curriculum Commission approved to move forward to the SBE 85 applicants for appointment to the IMAP and 5 applicants for appointment to the CRP. The Curriculum Commission also decided to hold one IMAP application (#5) until the Curriculum Commission's November 2006 meeting to allow CDE staff time to contact the applicant and obtain additional background information before making a recommendation for appointment.

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 members serve as mathematics content experts, and confirm that the instructional materials are mathematically 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 mathematics.

Of the total applications submitted, 12 of the IMAP applicants and 4 of the CRP applicants are male; 72 IMAP applicants and 1 CRP applicant are female; 1 IMAP applicant declined to state gender. Thirty-four IMAP applicants and 2 CRP applicants are from northern California; 51 IMAP applicants and 3 CRP applicants are from southern California.

Estimated Number of Panels
Approximately 40 publishers have expressed an interest in participating in the 2007 Mathematics Primary Adoption, though we may have fewer or more actual submissions following the **Invitation to Submit** meeting with publishers on January 9, 2007. Based on this number of publishers, we anticipate needing approximately 20 panels of reviewers, each panel will have five-to-seven IMAP members and one CRP expert. To reach this review level and to account for attrition, we will continue to recruit additional IMAP and CRP applicants. The Curriculum Commission approved an indefinite extension of the IMAP and CRP application deadline.

SUMMARY OF KEY ISSUES (Cont.)

Additional applicants (which will be identified as Cohort 2) will be brought to the SBE for approval in January 2007 following the next Curriculum Commission meeting on November 30, 2006. We anticipate needing approximately 100–140 IMAPs and 20–25 CRPs.

FISCAL ANALYSIS (AS APPROPRIATE)

The estimated cost for travel, hotel accommodations, and per diem expenses based on 100 IMAP members and 25 CRP members is approximately $266,184. The final costs may vary depending upon the number of reviewers who actually serve on the IMAP and CRP.

ATTACHMENT(S)

Attachment 1: 2007 Mathematics Primary Adoption IMAP Applicants (43 Pages)

Attachment 2: 2007 Mathematics Primary Adoption CRP Applicants (3 Pages)

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
1	1	IMAP	Judy	Kevin	Mathematics Teacher	Buljan Middle School, Roseville City School District

Highest Degree/Institution	Region	Gender	Panel
BS Statistics, CSU Hayward, 1982; Master's work in Statistics, CSU, Hayward, 1983.	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

The candidate has 20-years experience teaching math, she currently teaches Algebra I and honors Aglebra I to eighth graders. Prior to her teaching career, she worked in the executive development program at Macy's California, 1982-84, and as a Statistical/Economics Analyst with Kaiser Permanente, 1984-85. Candidate served as an IMAP for the 2001 Mathematics Primary Adoption and the 2005 Follow-Up Adoption. In 1986 Candidate wrote and published "The Circular Geoboard" primarily for teachers; and in 1987 also wrote and published "Math Stand-Off" a game where students practice the styrands.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
2	1	IMAP	Anna	Bornino-Glusac	Math Coach (Prof. Dev.)	Gardena High School, LAUSD

Highest Degree/Institution	Region	Gender	Panel
MA, Administrative Services, CSU Dominguez Hills; BA Chemistry, CSUDH, 1968	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate earned a Life Standard Secondary Credential with major in chemistry and teaching minors in mathematics, English, history, and philosophy, 1976. Candidate has 38 years experience as secondary teacher in several high schools. Candidate has been a secondary math coach for the the last five years working with instructors of all levels of high school mathematics. She has worked with gifted, underachieving, and English language learner students. Candidate is academically fluent in Spanish and recently retired, June 2006.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
4	1	IMAP	Sherry	Rosenberg	Elementary Math Specialist	Ventura Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Education, Azusa Pacific Univ.; Elem. K-8 & Spec. Ed. Credentials, CSUN; BA Psychology, UCLA	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate is currently responsible for providing on-going professional staff development for Grade K-7 teachers on mathematical knowledge, concepts and procedures. Candidate is an AB 466 instructor for the adopted mathematics program and has experience as a math couch, facilitator and mentor. Candidate was a classroom teacher for about 20 years.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
6	1	IMAP	Kerry	Koenig	Mathematics Coordinator	Woodland Joint Unified School District

Highest Degree/Institution	Region	Gender	Panel
BS, Elementary Education (State University of NY at Oswego)	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

As the mathematics coordinator, candidate is responsible for the creation and implementation of the district pacing guides (K-12), which are alligned to the CA standards for mathematics. Candidate also analyzes district and state assessment data and develops and provides trainings and professional development to improve upon areas of weakness. Candidate uses a variety of technology on a daily basis to enhance work.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
7	1	IMAP	Satinder	Singh	Director of Mathematics	San Joaquin County Office of Education

Highest Degree/Institution	Region	Gender	Panel
MA, Educational Administration, CSU Stanislaus	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Currently, the candidate organizes and implements AB 466 training, delivers research based professional development in mathematics, works on the School Assistance and Intervention Team (SAIT), and oversees and arranges budgets and coordinates with other staff in educational servies and other departments within San Joaquin County Office of Education. Candidate has worked as a K-6 math coach for seven years and as a Math Matters Project Regional Coordinator for two years.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
8	1	IMAP	Shirley	Esau	Title 1 Coordinator	Kingsburg Elementary Charter District

Highest Degree/Institution	Region	Gender	Panel
MA, Administrative Services, Fresno Pacific University; Clear Admin. Credential.	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has taught grades 4-6 for the last fifteen years and has been a math tutor for five years. Additionally, candidate has been the Title 1 coordinator for three years and has taught diverse student populations. Candidate has been the technology mentor for Kingsburg Elementary District and the Data Director implementer. Candidate has used technology in the classroom for seventeen years for instruction, data analysis and communication. Candidate has worked with the Title 1 and EL students in Kingsburg District for thirteen years. Candidate has been analyzing the math assessments to differentiate instruction, provide intervention, and assure mastery of standards for all populations for the past six years.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
9	1	IMAP	Brenda	Nixon	Teacher	Las Lomitas School, Las Lomitas School District

Highest Degree/Institution	Region	Gender	Panel
PhD, Admin/Teaching Studies, UCLA, 1995; M.A., CSU, Northridge; BA, CSU, Humbold; Clear Cred. UCLA	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has taught Grade 3 for ten years, however, has been teaching for twenty-two years in Grades K-3, 5-6. The present student population ranges from children with affluent, highly-educated parents to students near poverty in a Volunteer Transfer porgram. The ethnic diversity includes Caucasian, Latino, black, Pacific Islander, and Asian students. Locally, candidate has worked on several curriculum review committees in the district, including, most recently, the science review. Candidate is the Curriculum Coach for a new teacher, providing mentoring assistance with math instruction, including modeling, planning, and materials assessment evaluation and reflection.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
10	1	IMAP	Karen	Zumwalt	Math Program Specialist	Elk Grove Unified School District

Highest Degree/Institution	Region	Gender	Panel
Admin. Credential, 2006; Multiple Subject Credential, Supplement Math, CSU, Sacramento, 1991	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has taught Algebra/Geometry in Grades 7-9 for six years. From 1997 to the present, candidate has been the K-12 Math Curriculum Specialist in the Elk Grove USD. Responsibilities include providing instructional support and staff development for K-12 teachers; coordinating textbook adoptions and curriculum adoption process; and establishing, facilitating, and working with district math steering committee. Candidate coordinates writing goals and objectives, courses of study, and end of course exams; supports the coaching model at secondary sites, develops curriculum training models for professional development; and supports site leaadership teams.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
11	1	IMAP	Natalie	Albrizzio	Math Specialist	Ventura Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Leadership, CSU Northridge; BA in Mathematics, UC Santa Barbara	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has taught in several school districts since 1990, including; Ventura USD, Conejo Valley USD, and Kenai Peninsula Borough School District. Her current position is Secondary Math Specialist in the Ventura USD. The position includes support for the teachers with mathematics professional development, collaborative meetings, writing benchmark exams, and analyzing data. In the last seven years, the focus has changed from a textbook driven curriculum to one focused on standards. Candidate has experience working with English learners, special education students, gifted students, and those working below grade level. Candidate has implemented a summer intervention program based on areas of weakness and those standards that will help students be more successful in the following years.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
12	1	IMAP	Christina (Tina)	Lucas	Kindergarten Teacher	Baywood Elementary School, San Luis Coastal USD

Highest Degree/Institution	Region	Gender	Panel
BA, UC Santa Barbara (1970); Lifetime Credential, USC (1971);	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has over 32 years as a primary classroom teacher and over 150 units in postgraduate studies and professional development; including Algebraic Thinking, UC Berkeley; Elementary Life Science, Instructional Strategies, UC, Irvine; Equals, Lawrence Hall of Science, UC Berkeley; Math Solutions I, II, III, and Early Equity in Science and Mathematics, UC Santa Barbara. Candidates teaching career has been with the El Segundo USD, Richmond Elemnentary School (1971-1980) and with San Luis Coastal USD, Baywood Elementary School (1983-2006). Candidate was selected as Teacher of the Year, San Luis Obispo County (2004-05) and Teacher of the Year, San Luis Coastal USD during the same period.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
13	1	IMAP	Patricia (Pat)	Ballew	Teacher	Burbank Unified School District

Highest Degree/Institution	Region	Gender	Panel
MS, Education, USC, Los Angeles, CA (1991)	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate teaches Grade 4 at Bret Harte Elementary School in a self-contained class including GATE and ELL students. Candidate implemented a 503B grant and runs a "mini" computer lab in her classroom. Candidate also is a lecturer (2002-Present) at CSU Northridge in Graduate Level Coursework in Math and Science Methodology and Curriculum. Candidate was a presenter at the LACTMA Conference in 2002 and 2003 and has particpated in LAUSD/UCLA Collaborative Institutes in 2001 and 2002 team-teaching math concepts and content to LAUSD teachers (K-2) for the LUCI Project. For the 2006-07 school year, candidate will be teaching a 4/5 combination class. Candidate was on a committee to select math summer school materials for her district and participated on a district committee to design district's new K-5 standards based report card and later instructed teachers on how to use the new form.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
14	1	IMAP	Kimberly	Hitchcock	Teacher on Special Assignment	Elk Grove Unified School District

Highest Degree/Institution	Region	Gender	Panel
BA, Applied Math/Sci. Pgm, UC San Diego; Secondary Credential, Math, CSU, Sacramento.	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has been a math teacher at the middle and high school levels since 1993. From 1991, candidate served as either co-chair or chair of the Math Department for both Florin High School and Monterey Trail High School in the Elk Grove USD. Currently, candidate is on special assignment serving on the district's Math Improvement Plan team. Her duties include planning and facilitating professional development for Grade 7-12 math teachers and special education teachers teaching some type of math intervention course or CAHSEE course. For eight years, candidate has served on the Elk Grove USD Math steering committee and is familiar with the criteria to evaluate curriculum from the CA Math Framework. As Mathematics Department Chair of a new high school, during the planning year, candidate worked with colleagues to develop standards-based curriculum calendars for Algebra 1, Geometry, Algebra 2, and Pre Calculus.The same teachers also developed standards-based assessments and progress monitoring tools to track the on-going progress of students for the key standards.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
15	1	IMAP	Linda	Gonzales	Math Coordinator K-6	Calaveras USD

Highest Degree/Institution: MA, Education, CSU Sacramento (1995); BA English, CSU Humboldt (1972)

Region: North **Gender**: Female **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been a classroom teacher (K-6) in California for 30 years. Currently, a teacher on special assignment (district math coordinator K-6) in the Calaveras USD providing professional development in the area of math for all K-6 teachers - training in the use of the framework and adopted materials, concept development, supervision of site coaches, and providing coaching in K-6 classrooms.Candidate has worked within the district as part of the district adoption committee to review and select math materials during several adoption cycles. Candidate has also worked as an educational consultant with schools through the US in implementing standards-based curriculum and selecting appropriate materials.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
16	1	IMAP	Janet	Smith	Resource Teacher (K-8)	Alum Rock Union Elementary School District

Highest Degree/Institution: MA, Education (Admin.), CSU San Jose

Region: North **Gender**: Female **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has taught mathematics-Algebra I for 16 years in middle school, plus 3 years in Grade 2 and has been providing curriculum spport to teachers as a site resource teacher. She has presented workshops for district teachers, and at conferences at local, state, national, and international levels. Candidate has chaired district committees to select textbooks and rewrite curriculum guides to align with state frameworks and has been responsible for developing pacing guides aligned to the state content standards. Candidate has worked with Alum Rock' s SAIT schools as they strive to help students meet state mandates.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
17	1	IMAP	Crystal	Branker	Primary Teacher	Fallbrook Union Elementary Sch. Dist.

Highest Degree/Institution	Region	Gender	Panel
BA, Bus. Admin, Gonzaga Univ, Spokane, WA, 1985	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has eighteen years of teaching in four California school districts. She has experience working with English learners, non-proficient students, special needs students, as well as gifted and talented students. For three years, she has been selected to represent her grade level as a curriculum advisor for the district pacing calendar and benchmark assessments.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
18	1	IMAP	Keith	Young	Math Teacher, Math Dept. Chair	Standard Middle Sch., Standard Elementary SD

Highest Degree/Institution	Region	Gender	Panel
BA, Liberal Studies w/ mathematics emphasis, CSU Northridge, June 1994	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has taught mathematics, algebra, and science classes for the past eight years at two middle schools, Mount Gleason Middle School, Sunland, CA (1998-2003) and at Standard Middle School (2003-present) where he is the Mathematics Department Chair. Candidate has designed his own computer grade-book program and has had some experience choosing textbooks at the school and/or district level.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
19	1		Bebe	Wenig	Teacher on Special Assignment Secondary Math	Corona-Norco Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Math Education, CSU Fullerton, May 2000	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☑ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has over ten years of teaching experience primarily in the Corona-Norco Unified School District. Presently she is a Teacher on Special Assignment providing math support for all math classes in grades 7-12. She is also a College Adjunct Professor in various math classes at CSU, Fullerton; Riverside Community College, Norco Campus; and at Hope University, Professional Studies. She has participated in several conferences and has been on various district standards committees.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
20	1	IMAP	Kristin	Torres	Teacher	Eldeberry Elem. Sch., Ontario-Montclair SD

Highest Degree/Institution	Region	Gender	Panel
Standard Elementary Credential, CSU Fullerton; BA, Sociology, CSU Fullerton	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has twenty years of teaching experience, all at Grade 1. Candidate plans and offers "Parents Nights" to reinforce mathematics and has served as a grade level leader at Elderberry Elementary School. She has also served as a School Math Representative for district level math planning and assesssment writing.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
21	1	IMAP	Lynne	Haman	Teacher	Westwood Elementary School, Poway USD

Highest Degree/Institution	Region	Gender	Panel
MA, Elem. Curr., CSU San Diego; BA, Cal. Lutheran College	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 28 years of teaching experience in grades 2-5, primarily in the Poway USD. She has 30 graduate units, including 12 mathematics units. She is co-writer for Building Math Language, San Diego County Office of Education, 2006. Candidate participates in the Math Learning Council and is a Master Teacher for her district and has served as a Mentor Teacher for five years.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
22	1	IMAP	Lorraine	Singer-Watson	Math Coach Local District 1	Van Gogh Elementary School, Los Angeles USD

Highest Degree/Institution	Region	Gender	Panel
MA, Prelim. Admin.Serv. Credential, CSU Northridge; MA, Cur. Dev. & Design, Nat. Univ, San Diego	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has ten years experience as teacher and as Math Coach in two school districts. She has earned two Master Degrees - one in Preliminary Administrative Services Credential, CSU Northridge, 2004; and the other in Curriculum Development and Design from National University, San Diego, 1996. Candidate also earned a Professional Clear Multiple Subject Credential w/ CLAD from National University, San Diego, 1996; and a BA in Psychology and Sociology, UC Riverside, 1990. As a teacher, she was a Technology Lead Teacher and Coordinator and has participated in Professional Development from LA County and LAUSD utilizing the Mathematic Content Standards and Framework.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
23	1	IMAP	Carl	Veater	Mathematics Consultant	Fresno County Office of Education

Highest Degree/Institution: BA, Mathematics, CSU Fresno; Clear Credential, CSU Fresno

Region: North **Gender**: Male **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 13 years experience as a classroom teacher. In the last three years he has been an AB 466 trainer helping teachers match the rigor of their lessons to the rigor of the state standards. He has helped hundreds of teachers align their curriculum to the state framework. In his current position as Mathematics Consultant, Fresno COE, his responsibilities include production of a television show called "Math on Call," a tutorial service provided by FCOE. He is responsible for the tutors and the content of the show. He oversees the call center that is staffed by as many as six totors. He provides professional development to teachers from Fresno County, including Court School teachers. Previously, candidate taught at Central High School, Central USD, where he taught AP Calculus for four years. This gave him the opportunity to work with a group of students with a common purpose to pass the AP esxam. Also, he was Department Math Chair for two years.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
24	1	IMAP	Martha	Schwartz	Retired	Retired

Highest Degree/Institution: Ph.D., Geophysics, USD, 1997; MS, Geology, CSU Long Beach, 1984

Region: South **Gender**: Female **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has a B.S. in Mathematics, Arizona State Univ, 1966; and a Cal. Standard Lifetime Secondary Credential in Mathematics (also authorized in physical science and fine arts/music), UC, Los Angeles, 1971. Candidate taught mathematics and physical science in LAUSD for fifteen years. After being a teaching and research assistant at CSU, Long Beach, she became a Lecturer both there and at CSU, Dominguez Hills; followed by two years as a Research Associate at USC. Candidate has co-authored several publications

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
25	1	IMAP	Christine	Johnson	High School Math Teacher	Dinuba Unified School Dist.

Highest Degree/Institution	Region	Gender	Panel
BA, Mathematics, Fresno Pac. Univ., 1997; Clear Single Subj. Cred., Math, Fresno Pac. Univ, 1997	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has eight years experience teaching high school mathematics. Candidate has written standards-based curriculum pacing calendars for Algebra and Geometry and has experience unpacking standards and evaluating various test and practice questions presented in textbooks.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
26	1	IMAP	Kimberly	Pratt	Classroom Teacher	New Haven Unified

Highest Degree/Institution	Region	Gender	Panel
Clear Multiple Subject, CLAD Credential., CSU Hayward, 1999	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate earned her CLAD Credential from CSU, Hayward in 1999 and her B.A. in Human Development from the same institution in 1996. Candidate has been teaching Grade 5 at Cabello Elementary School, New Haven USD for seven years and presently teaches a Math/Science Core program. She also teaches a GATE Science Club and has served as a Master Teacher supervising a credential candidate.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
27	1	IMAP	Fran	Gibson	Curriculum Specialist, SCOE	UC Davis

Highest Degree/Institution	Region	Gender	Panel
Admin. Serv. Credential, CSU Sacramento, 1989	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 19 years of elementary teaching experience in four school districts. Presently, candidate is Curriculum Specialist, with the Sacramento County Office of Education. Her responsibilities include coordinating all of the AB 466 professional development in mathematics for the region. She has also served on SAIT and Program Improvement teams and facilitates monthly Teacher Leadership Cadre meetings interacting with teachers from all over the region to raise the rigor of teaching to meet California's math standards.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
28	1	IMAP	Patricia	Duckhorn	Director K-12 Math	Sacramento County Office of Education

Highest Degree/Institution	Region	Gender	Panel
BA, Sociology, UC Davis; Admin Serv. Cred., CSU Sac.; Elem Cred. (Ryan/Life), CSU San Jose	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been involved in providing math support for teachers and schools since 1986. Candidate has worked at the Sacramento County Office of Education as either the Regional Coordinator, Region 3 Math Matters Project, and for the past six years has been the Director of SCOE's K-12 Mathematics. She has a thorough knowledge of the three math frameworks, the adopted California standards and of the adopted textbook programs. Candidate is a member of four School Assistance and Intervention Teams (SAIT) for the past three years.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
29	1	IMAP	Carol	Fisher	Math Resource Teacher	Valle Imperial Math Project

Highest Degree/Institution	Region	Gender	Panel
MA, Ed. Leadership, CSU San Diego, 1999; BA, Soc. Sci., CSU San Diego, 1972	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

For the past 6 years candidate has been a K-8 Math Resource Teacher with an NSF project in Imperial County. Prior to that, she has 24 years of classroom teaching in Grades 3-6 with El Centro SD. Due to the location, she teaches student populations in the 40-98 percent range. She has assisted 8 school districts with their math textbook adoptions. Candidate is familiar with current state adopted texts and with the ancillary pieces that include Assessment, Universal Access, Instructional Planning and Support, and Intervention Components.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
30	1	IMAP	Lee	Marez	Adjunct Instructor	Santa Clara University

Highest Degree/Institution	Region	Gender	Panel
Ed.D., Organization & Leadership, Univ. of San Francisco	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has her Professional Clear Teaching Credential w/ CLAD, Patten College, Oakland, Ca.Candidate has six years of teaching experience (Algebra 1 & 2, Pre-algebra, ELD and general mathematics) at the Junior and High School levels in several California school districts. Candidate has experience in modifying course work to meet the needs of special education, English Language Learners and gifted students and has worked closely with department teams to align mathematics curricula with the California State Content Standards and the Framework.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
31	1	IMAP	Kate	Helfrich	Principal	Winters Joint Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, BA, Biology, Boston University, Boston, MA 1983	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has over fifteen years teaching experience teaching grades 6-8 in three California school districts. Candidate is a principal at Shirley Rominger Intermediate School, Winters, CA. Candidate served as Summer School Principal, Dixon Unified School District, Dixon, Ca, Summer 2005. Candidate also served as Activities Director (1997-2005), Winters, Joint UAD, Winters, CA; and, served as BTSA Support Provider, Winters Jt. USD, coaching and support for two first year math teachers. Candidate has been involved in site, district, and county levels of math and science textbook adoptions.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
32	1	IMAP	Christina	Fischer	Math Resource Teacher/Coach	Del Paso Heights School District

Highest Degree/Institution	Region	Gender	Panel
MA, Education, CSU Sacramento, 2005; Reading/Language Arts Specialist Credential, CSU Sac., 2005	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has five years teaching experience using Open Court Reading and Saxon Math programs at Woodbine Elementary School, Sacramento City USD. Candidate has developed extended-day tutoring program with grade level team and has been the school site STAR testing coordinator. Candidate is also a member of the GATE Advisory Committee and CELDT Testing Committee, Del Paso Heights SD

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
33	1		Christine	Burke	Math Resource Teacher/Coach	Del Paso Heights School District

Highest Degree/Institution	Region	Gender	Panel
Clear Multiple Subject Credential w/ Science Authorization, Project Pipeline, Sac., 2003	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has four years teaching 4th grade at North Avenue Elementary School, Del Paso Heights SD. Candidate has extensive work with ELL students. Candidate is co-author of Mc-Graw Hill Model Lessons Gr. K,1,2,3,5, 6 published in Sacramento County Office of Education Lead County Mc-Graw Hill AB 466 Manuals, 2006. Each balanced model lesson included the 3-phase lesson plan and differentiation of the lesson and activities for ELL students and students at, above and below grade level.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
34	1	IMAP	Ze'ev	Wurman	Vice President of Software	eASIC Corporation

Highest Degree/Institution	Region	Gender	Panel
MS, BS, Electrical Engineering, Technion, Israel Institute of Technology	North	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been an IMAP on two previous adoptions, 2005, 1999; as well as a member of the 1997 Mathematics Framework Committee in 1997; and has served as a member of the Mathematics Textbook Adoption Committee for LAUSD in 2000. Candidate has worked in private industry since 1982 to the present. Candidate is co-author of various publications re Very Large Scale Hardware Simulators, etc.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
35	1		Christine	Roberts	Pre-Algebra Teacher	Washington Intermediate School, Dinuba Unified School District

Highest Degree/Institution: MA, Education, Curr. & Instr. (Math focus), CSU Fresno

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has four years teaching grades 7, 8, and 5. Candidate has participated in AB 466 training and completed Data Works training on instructional methods, including SDAIE and cognitive strategies. Currently, she is serving as pre-algebra Department Chair at her school; has participated in the selection of textbooks in conjunction with Grade 6 and 8 department chairs; and has assisted in the creation of pacing calendar based on key standards and instructional materials. Candidate has been a BTSA support provider and mentor teacher.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
36	1	IMAP	Olive	Quilter	Teacher	Mt. Diablo Unified School Distrct

Highest Degree/Institution: MA, Education (Concentration/Math Ed.), CSU San Francisco, 2002

Region: North | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has over twenty years of teaching experience in grade levels one through eight, in both elementary and middle school settings. Candidate has served as a team leader at Pine Hollow Middle School, Concord, CA; developed and coordinated pilot study of Japanese Lesson Study; and served on Principal's Advisory Committee. Additionally, she has been a Mentor Teacher and developed/presented problem solving workshop for new mathematics teachers in school district.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
37	1	IMAP	Laura	Vinyard	Teacher	Jordan Middle School, Burbank USD

Highest Degree/Institution	Region	Gender	Panel
Elementary Credential, (CLAD Cert., Supp. Math authorization), CSU Northridge, 1995	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has eleven years teaching experience and was named L.A. County Teacher of the Year for 2005-06 in part because of her success with training teachers and developing curriculum. For the past six years, candidate has developed and implemented professional development for middle school math teachers that focuses on teacher knowledge of the California Math Content Standards and ways teachers can reach diverse populations of students while continuing to focus on those standards.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
38	1	IMAP	Kerstin	Riggenbach	K-12 Mathematics Specialist	Paso Robles Public Schools

Highest Degree/Institution	Region	Gender	Panel
BS, Mathematics, CA Polytechnic State Univ, San Luis Obispo, CA, 1988	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has over 16 years of teaching experience at several schools in addition to a student teacher in Math, and a facilitator in Math/Physics at CA Polytechnic State University, San Luis Obispo, CA. Candidate participated in AP Calculus Summer Institutes, 1999; and carried out duties of Departmental Chair from 1998-2002 at Paso Robles High School. Candidate has been active in local California Mathematics Project, providing training and support for over 400 local math teachers within the County of San Luis Obispo using the LUCI materials.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
39	1	IMAP	Heidi	Atkinson		

Highest Degree/Institution: MA, Curriculum & Instruction, Azusa Pacific Univ., Azusa, CA, 1999

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☑ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has nine years teaching experience in both high school settings and at Mount San Jacinto Community College. Candidate presently serves as district Academic Coach, Secondary Mathematics, where she coordinates, develops and provides professional development, modeling, and mentoring for 120 secondary mathematics teachers in all components of core curriculum and assessment materials and instructional best practices. From 1996-2000, candidate was the Mathematics Department Chair at Ventura High School where she supervised a department of fifteen personnel and selected and approved all departmental texts. As a mathematics teacher she has taught classes in all levels of mathematics, including summer school classes in remedial mathematics and English.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer

Highest Degree/Institution: MA, Education Admin., Admin. Cred., Point Loma Nazarene Univ., Arcadia, CA, 2004

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

For the past five years candidate has worked as a Teacher on Special Assignment, where she has had the opportunity to focus on one curricular area, Mathematics, for El Monte City SD, K-8. She facilitated the 2002 Mathematics adoption process at the district level. Candidate had responsility for organizing and facilitating publishers training for 500+ teachers after the district adoption. Candidate is familiar with the current education researchers and believes that all students can attain standards. Candidate has a total of nine years teaching experience at Cherrylee School, El Monte City School District.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
41	1	IMAP	Donna	Goldenstein	Teacher	Lorin Eden School, Hayward USD

Highest Degree/Institution	Region	Gender	Panel
BA, Social Science, CSU Hayward, 1967	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 38 years experience teaching students in grades 3-6. She has served on five previous IMAP panels at the state level. For two years she served as the part time District K-6 Curriculum Coordinator, or as the District Math Coordinator. Candidate assisted the district with implementing a state adopted standards-based mathematics program. She has chaired an adoption committee, planned professional development, and helped inservice new teachers. She helped develop pacing guides to meet key standards using a variety of instructional approaches.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
42	1	IMAP	Sandra	Hindy	Elementary Teacher	Oak Hills Elementary School, Oak Park USD

Highest Degree/Institution	Region	Gender	Panel
MA, Elementary Ed., CSU Long Beach, 1970; Standard Credential, CSU Long Beach, 1969	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 22 years of teaching experience at grades 3, 4, 5, and 7. Candidate also has four years experience as Adjunct Professor of Math Methods at Pepperdine Univ, Seaver College, Malibu, CA; in addition to being a professional math tutor since 1987 in Westlane Village, CA. Candidate has been the departmentalized Grade 5 math teacher at Oak Hills Elementary School since 1998 and has created curriculum based on the state framework when needed. She has used cluster grouping, fluid grouping, and other differentiation techniques for meeting the needs of all her students. Candidate has several publications to her credit and has presented at various conferences in her district and statewide.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
43	1	IMAP	Rukminie	Mattai	Teacher	Pasadena Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Math Education, Governor's State University, University Park, IL, 1994	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching for 27 years. Candidate has also recently served as the District Math Coach for Pasadena USD for six years. Candidate started her teaching career in Southampton, England and then taught as an Adjunct Faculty of Mathematics at Joliet Junior College, IL. After serving as a mathematics teacher in the Joliet Job Corps, IL, she taught at Cottage Middle School in Illinois. She has resumed her mathematics teaching at Qwashington Middle School, Pasadena USD.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
44	1	IMAP	Kathlan	Latimer	Math Strategy Coach	Fairfield Suisun USD

Highest Degree/Institution	Region	Gender	Panel
MA, Math Education, CSU San Francisco, 1997	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 27 years teaching experience at the elementary levels. Currently, she serves as the Elementary Math Strategy Coach for the Fairfield-Suisun Unified School District working to provide support to school sites and individual teachers in implementing the adopted curriculum and intervention programs. Candidate understands the importance of adopting the best materials possible and of the needs of classroom teachers, particularly those new to the profession and the support that they need to fully implement a mathematics program.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
45	1		Jeffery	Brown	Teacher on Speical Assignment	Sanger Unified Schools

Highest Degree/Institution	Region	Gender	Panel
MA, Mathematics Ed., Wright State Univ., Dayton, OH, 1980	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has 27 years teaching experience, 3 years as Mathematics Support Provider, and currently is Project Director, Central Valley Maith Project, Sanger USD. Candidate has taught everything from remedial math courses to AP Calculus. Candidate is currently directing "mathematics intervention" for the district, and hence has a special interest in such programs. Candidate also has experience designing lessons that are standards-based.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
46	1	IMAP	Yolanda	Munoz	Teacher	Pasadena Unified School District

Highest Degree/Institution	Region	Gender	Panel
Master of Education w/ special emphasis, University of Laverne;	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has six years of teaching experience in grades 2-5 at three different schools. Candidates participates in district professional trainings and holds positions on various committees.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
47	1	IMAP	Paulette	Carlson	Teacher/Curriculum Leader	Sulphur Springs School District

Highest Degree/Institution	Region	Gender	Panel
BA, CSU Northridge	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching in the Sulphur Springs School District for seven years, grades 5 and 6. Candidate has also attended LACOE Algebraic Thinking workshop and has facilitated three workshops on same subject. Candidate has played an integral role in the last math adoption at the district level and has provided staff development to district teachers to expand teacher's knowledge of standards and their component parts. She also gives inservice to new teachers.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
48	1	IMAP	Ilene	Klang	Teacher	Folsom-Cordova USD

Highest Degree/Institution	Region	Gender	Panel
MA, Administration, National University, 1995	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 22 years experience. Candidate has been the Gr. 4 Math Coach for the Folsom-Cordova USD for six years. She teaches demonstration lessons for teachers at all schools (including SAIT), provides buy back classes in math, teaches Gr. 4 key standards, updates benchmark tests, provides district pacing guides, and conducts monthly meetings. Candidate has initiated many business partnerships for schools and has implemented GEMS (Great Exploration in Math and Science) Family Math Nights or Science Nights.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
49	1		Shelley	Ferguson	Mathematics Resource Teacher	San Diego USD

Highest Degree/Institution	Region	Gender	Panel
MA, K-8 Mathematics Ed., USC, San Diego, 2006	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 23 teaching experience, and 10 years experience as an administrator in various roles. For the past five years, candidte has been a member of the team that developes and implements the instructional materials review process for San Diego USD. He also develops and provides professional development for teachers in San Diego USD.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
50	1	IMAP	Janet	Harke	Elementary Math Coach, K-6	135th Street Elem. Sch., LAUSD, Local District 8

Highest Degree/Institution	Region	Gender	Panel
MA/Credential, Admin. Services, National Admin. Training Project, CSU Domingues Hills, 2003	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 16 years experience teaching Pre-K through Grade 5. From 2001 to the present, she has served as an Elementary Mathematics Coach in LAUSD, Local District 8. Candidate provides school site support in the implementation of a standards-based mathematics program. She conducts demonstration lessons, facilitates individual and grade level planning, and designs and presents bank-time professional development. In addition, candidate manages district quarterly assessments and leads teachers and administrators in data analysis, and leads teachers in the analysis of authentic student work. Increasing student achievement with at-risk student populations has been her focus.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
51	1	IMAP	Floyd	Flack	Teacher	Westminister School District

Highest Degree/Institution	Region	Gender	Panel
MS, Mathematics & Science Ed, Fresno Pacific College, 1987	South	Male	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 29 years teaching experience at various grade levels. Candidate has been active in the mathematics community and has participated in district adoption committees. At his current assignment as teacher, Warner Middle School, Westminister, he teaches grades 6-8. He provides admministrative support, serves on the leadership team, serves as faculty advisor to the student body, is coach for math field day, math mania and the academic pentathalon.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
52	1	IMAP	Danna	Kliewer	Kindergarten teacher	Kings Canyon USD

Highest Degree/Institution	Region	Gender	Panel
BA, History, Seattle Pacific University, Seattle, WA, 1997	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has seven years teaching experience in grades K-3. In addition, for the past two years she has served as a Data Team Leader. Experience includes attending training in-services, guiding teacher peer groups in grade level discussions, recording data, brainstorming intervention mathematics activities, providing intervention for struggling students, and monitoring the success of the interventions and activities.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
53	1	IMAP	Janet	Klotz	Teacher, Gr. 8	Rialto Unified School District

Highest Degree/Institution	Region	Gender	Panel
BA, Liberal Studies, CA State Polytechnic University, Pomona, 2002	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has three years teaching experience in grades 7-8 at three different school sites. In addition, candidate tutors students at Kucera Middle School, Rialto, CA.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
54	1	IMAP	JoAnn	Evans	Math Teacher	Conejo Valley Unified School District

Highest Degree/Institution	Region	Gender	Panel
BA, Elementary Ed.w/ Minor in Mathematics, Arizona State Univ., Tempe, AZ	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 15 years teaching experience. Candidate has worked as a member of a district adoption committee when the current mathematics textbooks were chosen. Candidate also works with new algebra teachers to familiarize them with the textbooks.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
55	1	IMAP	Dawn	Baker	Mathematics Coordinator	Burton School District

Highest Degree/Institution	Region	Gender	Panel
BS, Environmental Biology, CA Polytechnic State University, San Luis Obispo, CA, 1986	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 14 years teaching experience in pre-algebra, algebra and geometry in two school districts. Currently, candidate has worked as the Mathematics Coordinator for Burton School District, Tulare County, for the last six years and understands the importance of using standards-based programs in the Burton School District. During this period, she has continued teaching in the classroom. She also coordinated the district's effort in the 2001 Mathematics adoption process.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
56	1	IMAP	Carol	Piercy	Teacher	Clovis Unified School District

Highest Degree/Institution	Region	Gender	Panel
MS Agricultural and Resource Economics, Oregon St. Univ., Corvalis, OR, 1980	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 18 years teaching experience in courses from honors to below grade level. Candidate has been involved with many staff development programs and has lead many workshops within Clovis USD. She shares ideas with her co-workers about how to use classroom materials more effectively in their classrooms. Candidate is involved with the Algebraic Thinking Symposium conducted each year in Central CA.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
57	1		Lisa	Sandberg	Director, Mathematics & Science	Tehama County Office of Education

Highest Degree/Institution	Region	Gender	Panel
MA, Education w/ emphasis in Preschool and Elementary Mathematics, Simpson University, Redding, CA,	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has over 16 years experience teaching children in grades kindergarten through grade five. During that time she facilitated two different sessions for the Center for Innovation in Education, providing Mathematics Their Way professional development opportunities for teachers throughout Tehama County. In her role as Director, Mathematics & Science for Tehama COE, candidate works extensively with 18 school districts and 8 state preschool sites in Tehama County.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
58	1	IMAP	Sara	Noguchi	Middle Sch. Principal	Elk Grove Unified School District

Highest Degree/Institution	Region	Gender	Panel
EdD, Admin & Supervision, University of Pacific, Stockton, CA, 2005	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been an educator for fourteen years serving as mathematics teacher; mathematics curriculum specialist/coach; TEI Instructor-Curriculum Instruction; Elementary Mathematics; Program Coordinator AB 466 Math Professional Development; Vice Principal; and Principal. Currently Currently, candidate is Principal at James Rutter Middle, Elk Grove USD. Candidate is co-writer of seven curriculum development products, including the Math Intervention Region model curriculum grades 4-10, 2006; Math in Action; Textbook Connection (AB 466); Administrator Training (AB 75); Professional Learning Day-Trainer of Trainers, K-6, 7-12; Standards based trimester tests, Grades 4-6; and Secondary & Elementary Math resource binder.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
59	1	IMAP	Christian	Pilon	Math Coach	Washington Unified School District

Highest Degree/Institution	Region	Gender	Panel
BA, Political Science, Stanford University, 1981	North	Male	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has over 18 teaching experience. Candidate has taught Greades 2, 4, and 5. Currently, candidate serves as an elementary math coach for grades K-6 teachers in the Washington USD, Yolo County. Candidate regularly models and observes math lessons, creates and administers district-wide curriculum map and math assessments, analyzes student work, and provides professional development opportunities for K-6 teachers to imptobr math instruction.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
60	1	IMAP	Paul	Montgomery	Elementary Math Coach	Washington Unified School Distrtict

Highest Degree/Institution	Region	Gender	Panel
BA, Humanities, CSU Chico, 1988	North	Male	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 13 years teaching experience. Candidate provides individual coaching to 30-40 teachers including classroom lessons and observations. He is responsible for working with other district coach to provide staff development and work on curriculum mapping and assessments. In addition, he is responsible for development and maintenance of district elementary math website. Candidate has participated in a districtwide textbook adoption committee and was responsible for reviewing all materials and monitoring teachers piloting the various programs. Candidate has taught grade 6 at Don Pedro Elementary School, Ceres USD, Ceres, CA; grades 4-5, Westfield Village Elementary School, Washington USD, West Sacramento, CA; and grade 4, Quail Glen Elementary School, Dry Creek SD, Roseville, CA.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
61	1	IMAP	Lisa	Amenta	Math/Science Teacher	Conejo Valley Unified School District

Highest Degree/Institution	Region	Gender	Panel
MS, Education, CA Lutheran University, Thousand Oaks, CA, 2000	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching Grades 4-6 in California schools for six years. Candidates current position is Grade 6 math and science teacher to a diverse student population at Sequoia Middle School, Conejo Valley USD. Candidate has an accounting background before entering the teaching profession. Candidate participates in special training and teaches a standards-based mathematics program.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
62	1	IMAP	Maria	Hirsch	Mathematics Teacher	Montebello Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Science Education, CSU Fresno, 1996	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 35 years of mathematics teaching experience at the middle school level. Candidate has a first hand knowledge of the challenge that is present in the classroom when attempting to meet the needs of all students. At the school site, she has been involved in every aspect of math curriculum, with students, with colleagues, and with actual implementation in the classroom. As a district math leader she has assisted new and veteran teachers with the implementation of CA math standards in their classrooms.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
63	1	IMAP	Adela	Fuentes	Kindergarten Teacher	Livingston Union School District

Highest Degree/Institution	Region	Gender	Panel
BA, Mathematics, CSU Stanislaus, Turlock, CA, 1995	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching in California schools for nine years. For the past two years candidate has served as a kindergarten Dual Language Spanish Teacher at Yamato Colony School, Livingston Union School District. She also serves on the district mathematics committee giving experience and knowledge to colleagues to help them improve their math instruction.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
64	1	IMAP	Tracy	Zeltman	Teacher	Laguna Nueva Sch., Montebello USD

Highest Degree/Institution	Region	Gender	Panel
BA, Studio Art, UC Santa Barbara	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has nine years teaching experience. Candidate has served as a K-5 math coach, a LUCI math instructor, an AB 466 Math Facilitator (Harcourt Math), a math leadership CADRE member, a middle school math facilitator, a Grade 7 pre-algebra teacher, a math conference attendee and presenter, and a grade 3 teacher.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
65	1	IMAP	Marcia	Andrus	Math Teacher	Claremont Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Education, Cal Poly,1980	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching Algebra 1 and various mathematics courses for 32 years. Candidate has experience using the Cognitive Tutor Computer Program to help some students become proficient in Algebra to meet the state graduation requirement and pass the CAHSEE testing program. Candidate has designed and implemented an individualized Algebra Program. She has also initiated and implemented Algebra After School Tutorial Program. Candidate's career has centered in two high schools and two junior high schools. Siince 1984, she has been teaching at Claremont High School, Claremont USD.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
66	1	IMAP	Teresa	Coffman	Math Teacher/Math Dept. Chair	Colina Middle School, Conejo Valley Unified School District

Highest Degree/Institution	Region	Gender	Panel
MA, Educational Administration, CSU Northridge, 2000	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 14 years teaching experience in Conejo Valley Unified School District. She has shown her educational leadership skills by being the district's Math Department Chair for six years. She has led committee to implement new grade 8 Algebra program and has written district's Honors Algebra curriculum. She provides district middle school Algebra 1 inservice and provides computer training for staff and has served on the District Strategic Planning Committee for four years.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
67	1	IMAP	Jill Louise	Warriner	Teacher	

Highest Degree/Institution: BA, Liberal Studies, CSU Sacramento, 1994

Region: North | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has ten years of teaching experience, including two years in US Peace Corps, Narvia, Estonia and one year as a K-8 substitute teacher for Elk Grove USD. The remaining six years has been as a Grade 3 teacher. Candidate is serving on the district's K-8 History Social-Science adoption committee,

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Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer

Highest Degree/Institution: BA, Mathematics,Minors in Secondary Education/Literature, State Univ, of New York at Potsdam, 1988

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has 16 years of teaching experience. Currently, she teaches Grades 7-8 Mathematics, Algebra and Geometry at Alder Middle School, Fontana USD. Candidate has served in the Fontana USD as the District Mathematics Curriculum/Assessment Writer; District Mathematics Adoption Committee; Intervention Coordinator; Math Department Chair, Grade 8 Level Leader, and IIUSSP Leadership Team Member.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
69	1	IMAP	Larry	Jones	Curr. Specialist, K-12 Mathematics	

Highest Degree/Institution: BS, Economics, CSU Sacramento, 1969

Region: North **Gender**: Male **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 11 years teaching experience. Candidate taught Grades 7-8 math for ten years, including SEI Math, SDAIE math, Pre-Algebra, General Math, and Algebra 1. Candidate currently serves as Math Curriculum Specialists for Sacramento County Office of Education where his duties include professional development as a trainer for AB 466, SB 430, and math content specialist working with schools in the SAIT and P1 process.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer

Highest Degree/Institution: MA, Mathematics Education, Curr. & Instruction, CSU Sacramento, 2002

Region: North **Gender**: Female **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 15 years of teaching experience and currently serves as Mathematics Resource Teacher for Lodi USD where she has responsibility to coach teachers in grades 5-8 by providing demonstration lessons, lesson/unit planning, and facilitating lesson study and teacher reflection. She trains elementary and middle school math teachers in implementing research-based instructional strategies and participates in the development of district pacing guides. Candidate also taught high school mathematics and participated in the development of Algebra 1 final exams. She has also taught Gr. 7-8 mathematics and served as a mentor teacher to new and experienced teachers in mathematics instruction and authentic assessment.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
71	1	IMAP	Patricia	Jernigan	Teacher on Assignment, Math	Simi Valley Unified School District

Highest Degree/Institution	Region	Gender	Panel
BA, Psychology, Chaminade University of Honolulu, 1977	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 15 years. Currently, candidate serves as Teacher on Special Assignment, Mathematics/Science K-12 where she has responsibility to assist schools in implementing state math standards, provide staff development and instructional support for teachers and principals. She supervises 13 Itinerant Science Teachers, Grades 4-6, coordinates science and math textbook adoption, develops mathematics assessment for grades K-6 and facilitates Math Subject Area Committees and Science Subject Area Committees.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
72	1	IMAP	Sandra	Brown	Teacher	Florin Elementary School, Elk Grove Unified School District

Highest Degree/Institution	Region	Gender	Panel
BA, Liberal Arts, CSU Sacramento, 1999	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has seven years teaching experience. Currently, she teaches at Florin Elementary, Elk Grove USD. Candidate has served on the Curriculum Standards Review Committee in Elk Grove USD for four years. The team focuses on intervention strategies and consists of elementary, middle, and high school teachers.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
73	1	IMAP	Roxanne	Mitchell	Math Teacher/Math Chair	Chavez High School, Stockton USD

Highest Degree/Institution	Region	Gender	Panel
BA, Education, University of Montana, 1990	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 16 years. Her career started at the Florence Carlton School, Florence, Montana, where she taught grades 6-8, including pre-algebra and algebra. She also served as the Enrichment Coordinator and on the 1997 Science Adoption Committee. She has taught in three schools in the Stockton, CA area, including Chavez High School, Commodore School and Woodrow Wilson School. Her current assignment at Chavez High School includes teaching math, serving as Department Chair, CAHSEE Lead Teacher, Site Council, and on the team to implement 4x4 90-min block.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
74	1	IMAP	Jeffrey	Burke	Math Curriculum Specialist	San Bernardino County Supt. Of Schools

Highest Degree/Institution	Region	Gender	Panel
MS, Math Education (In Process), State University of New York at Buffalo, Spring 2007	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has served in the teaching profession for six years. His first four years of teaching experience was in the State of New York in the Buffalo Public School System, Niagara-Wheatfield School District, Barker Central Schools, and Williamsville Central Schools. He continued his teaching in 2004 in San Bernardino City USD and now works at the San Bernardino COE. Currently, he chairs the Curriculum Committee for Alternative Education. He also serves on the Numeracy Project Leadership Team for California and works on aligning classroom instruction with state standards and adopting standards-aligned materials.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
75	1	IMAP	Michelle	Turner	Teacher	Taft City School District

Highest Degree/Institution	Region	Gender	Panel
MA, Ed. Admin. and Leadership, Point Loma Nazarene University, Bakersfield, CA, 2006	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

In addition to teaching migrant students and summer school, candidate has been teaching grade 4 at Roosevelt Intermediate School, Taft City SD, for two years. She has served as a school representative on a district History-Social Science Adoption committee.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
76	1	IMAP	Jane	Monson	Teacher	Simi Valley Unified School District

Highest Degree/Institution	Region	Gender	Panel
BA, Speech Communication , CSU Northridge, 1970	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been a middle school teacher for 22 years. Currently, candidate teaches grade 7 mathematics at Sinaloa Middle School, Simi Valley Unified Schools. She has also taught at Valley View Middle School, Simi Valley USD. Candidate has served as chairperson of the Mathematics Standards Committee, 1998; Member of PQR Leadership Team; and member of Mathematics Textbook Adoption Committee in 1996 and 2002; and as Support Provider for Beginning Teacher Support and Assessment Program, 1998-2004.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
77	1	IMAP	Jennifer	Harrison	Assistant Principal	Running Springs Elementary School, Orange USD

Highest Degree/Institution	Region	Gender	Panel
MA, Education Administration and Administrative Credential, CSU Dominguez Hills, 2002	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has eight years experience in the teaching profession. Her career started at ABC USD in Cerritos, CA as an Instructional Aide, and Speech and Language Aide. Her next year was spent as a grade 5 teacher in the Whittier City School District. The following year was a move to Bellflower USD teaching middle school and high school math. Since then she has served as the Activities Director at Mayfair High School in the district and then as a math specialist for grades 4-6 grade GATE teacher in the Orange USD. She currently remains in the Orange USD serving as Assistant Principal at Running Springs Elementary School in the Orange USD. Candidate also tutors students from grade 4 through calculus.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
78	1	IMAP	Amy	Jacobs-Stratton	Teaher on Special Assignment/Math Coach	Marysville Joint USD

Highest Degree/Institution	Region	Gender	Panel
BA, General Education, CSU Chico, 1994	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been teaching mathematics in the Marysville Joint USD for 13 years. She has taught Grades 7-8 general mathematics and Algebra. During the past year she became the District Math Coach for middle and high schools through Algebra. Her role and responsibilities include helping all teachers, including Special Ed. Teachers, with strategies to improve instruction to all students including ELL, Special Education, and low achievers. Candidate has also served on district adoption committee for the last two mathematics adoptions. She helped develop district pacing charts and quarterly assessments.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
79	1	IMAP	Robert	Quintana	Teacher	Coachella Valley USD

Highest Degree/Institution: MA, Education, CSU

Region: South | **Gender**: Male | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☑ Grade 6 ☑ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been a grade 6 teacher for 11 years and has also tutored Algebra I, Geometry, and Trigonometry for three years. His Masters Degree (Teaching English to Speakers of Other Languages) trained him to evaluate ELD materials for effectiveness.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
80	1	IMAP	Linda	Saeta	Math Teacher, Dept. Chair	Claremont USD

Highest Degree/Institution: Juris Doctorate (JD), Georgetown University Law Center, Washington, D.C., 1988

Region: South | **Gender**: Female | **Panel**:

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☐ Trigonometry

Short Bio:

Candidate has 18 years experience in the teaching profession. Initially, she served 3 years at Cherry Creek School District, Englewood Colorado; then, 2 years in the U.S. Peace Corps teaching high school mathematics and calculus in French, Togo, West Africa. After practicing law for several years, she continued her teaching in Colorado in the Boulder Valley School District, and then moved to Claremont USD in California where she currently teaches Honors Geometry, AP Statistics and Algebra A, which is their lowest math class. Candidate has been the Department Chair, and Chair of their Professional Development Committee since 2005.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
81	1	IMAP	Nicholas	Blake	Math Teacher	Jurupa Middle School, Jurupa Unified School District

Highest Degree/Institution	Region	Gender	Panel
MS, Elementary Education, Southwest Missouri State University, Springfield, Missouri, 2004	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☑ Grade 4 ☑ Grade 5 ☐ Grade 6 ☑ Grade 7 ☑ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for three years. After serving as a student teacher, he taught grade 5 at Branson Intermediate School, Branson, Missouri for one year. The following year he taught mathematics in grades 7-8 at Jurupa Middle School in Riverside, Ca. Currently he teaches, Pre-Algebra and general mathematics. He uses standards-based technology rich lessons to teach and increase student achievement; works collaboratively with colleagues to develop common assessments and focus on student achievement; maintains parent contact; and served as advisor and represents math department in professional development opportunities.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
82	1	IMAP	Chris	Paulus	Math Instructor	Santa Maria High School

Highest Degree/Institution	Region	Gender	Panel
BA, History, CA Polytechnic State University, San Luis Obispo, CA, 1989	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate has been a classroom teacher for 17 years. Currently, he is also the co-department chair of the math department for Santa Maria High School teaching pre-Algebra, geometry, and pre-calculus. He has also taught Math A, Algebra I, II. He has served on district textbook selection committee, and has lead a week-long Geometry institute for the past three years. He is a trainer of the IMP II curriculum. Candidate has been a speaker at various conferences, served as a teacher trainer, is a grader for the California Golden State Exam, served as a test center administrator for CAHSEE, ane serves as a leader at his school site.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
83	1	IMAP	Christoper	Halter	Lecturer/Supervisor	UC San Diego

Highest Degree/Institution	Region	Gender	Panel
Ed.D., Teaching & Learning, UC San Diego, 2006	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☑ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 14 years. Candidate is currently a Lecturer in the Education Studies program at UC San Diego responsible for the secondary mathematics methods course as well as the technology courses for the past six years. Her past experience includes 11 years of secondary mathematics instruction as a classroom teacher. She serves as the University Fieldwork Supervisor for the UCSD Education Studies Program working with Secondary Mathematics Interrn Teachers in their classrooms, which includes classroom observations as well as mentoring on classroom management and curricular practices.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
84	1	IMAP	Anne	Harris-Gebb	Teacher	Cloverdale USD

Highest Degree/Institution	Region	Gender	Panel
BA, History, UC Davis, 1985	North	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate currently teaches grade 2, and has been a classroom teacher of grades 1, 2, or 3 for the past 20 years. Candidate was on the review and evaluation team for the Compendium for Integrated Waste Management, 2000. She has also evaluated and rewritten Environmental Education materials for over 10 years; and field tested and provided input for "Closing The Loop" and "A Child's Place in the Environment." Candidate has experience with diverse student populations including but not limited to: ELL, Autistic, Down's Syndrome, RSP, hard of hearing, gifted, and those below grade level for a variety of reasons.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
85	1	IMAP	Bin	He	Adjunct Professor	Folsom Lake College

Highest Degree/Institution	Region	Gender	Panel
MS, Mathematics/Computer Science, Ohio University, 1997.	North		

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☑ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☑ Algebra I
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio:

Candidate is currently an adjunct professor at Folsom Lake College, Folsom, CA. His teaching experience dates back to 1987 and includes instructor at Zhengzhou Institute of Technology, Zhengzhou, China and Teaching Associate at Ohio University, Athens, Ohio. Subjects taught include, Arithmetic, Pre-Algebra Mathematics, Elementary Algebra, Intermediate Algebra, Elementary Algebra - Part 1-Part II; Introduction to computer information science, Operation systems, Pre-Calculus, Mathematicsl Analysis, Linear Algebra, Data Structure, Computability, Set Theory, Algorithms, and Mathematical Logic. Prior to earning his MS from Ohio University, Athens, Ohio in 1997, he earned a MS in computer science/mathematical logic, Institute of Software, Chinese Academy of Sciences, Beijing, China 1989, and a BS in Mathematics, Zhengzhou Institute of Technology, Zhengzhou, China in 1985.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
86	1	IMAP	Norma	Noguera	Associate Professor	CSU Long Beach

Highest Degree/Institution	Region	Gender	Panel
Ph.D., Curriculum and Instruction, major in Mathematics Ed., Ohio University, Athens, OH, 1998	South	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been Associate Professor, Department of Mathematics & Statistics, CSU Long Beach for five years. Candidate has various publications to her credit all dealing with mathematic issues on how to improve the teaching and learning of mathematics. Candidate is also a speaker at various conferences, both nationally and internationally. Currently, she teaches math content courses for future elementary and middle school teachers. She has served at CDE as a member of the Assessment Review Panel for the Standards-Based Test in Spanish. She was also a member for the Designated Primary Language Test Review Panel at CDE.

2007 Mathematics Primary Adoption IMAP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
87	1		Susan	Andreas	Director, Curriculum & Instruction	Delano Union School District

Highest Degree/Institution	Region	Gender	Panel
MA, Educational Administration, CSU Bakersfield, 1999	South	Female	

Teaching Experience

K-12: ☑ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☐ 4 Year College/University ☐ High School Adult Education

☐ Algebra I
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio:

Candidate has been in the teaching profession for 14 years. Currently, she serves as the Director of Curriculum and Instruction, Delano Union School District. Her responsibilities include supervision for state, federal, and categorical programs, standards and achievement, staff development and induction; development and assessment of effectiveness of programs, curriculum, instructional strategies, resources, and staff development; etc. Prior to her current assignment, she served four years as Principal, Fremont School, Delano Union SD; and previously for three years she was Assistant Principal, Princeton Street School and Terrace School. She was also a first grade teacher at Princeton Street School for five years.

2007 Mathematics Primary Adoption CRP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
500	1	CRP	Bruce	Yoshiwara	Professor of Mathematics	Los Angeles Pierce College

Highest Degree/Institutio	Region	Gender	Panel
Ph.D., Mathematics, UCLA	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☑ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☑ Algebra
☐ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio

The candidate is a community college professor of mathematics at Pierce College in the Los Angeles Community College District. He consults for the Mathematical Association of America (MAA) Project NExT, is on a CSU Northridge Teachers for a New Era committee, is on the editorial board of the Journal of Online Mathematics and its Applications (JOMA), and is chair of the MAA's Committee on Technologies in Mathematics Education. He assists with the preparation and review of UCLA materials used for in-service training of K-12 teachers and reviews electronic instructional materials submitted for publication by JOMA. He is a co-author of pre-algebra and algebra textbooks currently used in colleges throughout the U.S. He has also served on panels for National Science Foundation (NSF) grant proposals and for presentations at an international conference.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
501	1	CRP	Yat Sun	Poon	Professor of Mathematics	UC Riverside

Highest Degree/Institutio	Region	Gender	Panel
Ph. D., Mathematics; Oxford 1985; BS in Mathematics, The Chinese Univ. of Hong Kong, 1981.	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☐ Algebra
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio

Candidate has had many professional appointments, dating from 1985 to the present, and including positions as Associate Dean, Visiting Professor, Associate Professor, Assistant Professor, and Research Associate. He is co-author of fifteen published research projects over his career. Candidate has been a guest speaker at many seminars and conferences, the latest being at the Algebraic Geometry Seminar, UC Irving, March 2005. He also has been involved with writing and managing several grant proposals, the largest amounting to $1m for the California Math Project and has been on various advisory committees and task forces focusing on mathamatics initiatives, admission policies, and collaboration, etc. He has also served as a professional consultant for various school districts, served as a CRP in the 2001 Mathematics Adoption, and 2005 Follow-Up Mathematics Adoption, and as a member of review panel rating proposals for the National Science Foundation.

2007 Mathematics Primary Adoption CRP Applicants

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
503	1	CRP	Linda	Valdes	Professor of Mathematics	CSU, San Jose

Highest Degree/Institutio	Region	Gender	Panel
Ph.D., Mathematics, UCSC, 1990; Secondary Teaching Credential, 1977.	North	Female	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☐ Algebra
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio

Candidate taught at the Junior High School level and High School level for eleven years before earning her Ph.D. in Mathematics. She earned a BA in both Art (UC Santa Cruz) and Mathematics (University of Florida, Gainesville). Her current position is Professor in the Department of Mathematics and Computer Science at CSU, San Jose. She also served as a Teaching Assistant and Math Associate at UC Santa Cruz.

Applicant Information

CC Recommended Yes

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
504	1	CRP	Wayne	Bishop	Professor of Mathematics	California State University, Los Angeles

Highest Degree/Institutio	Region	Gender	Panel
Ph.D., Mathematics, Western Michigan Univ., Kalamazoo, MI, 1971	South	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☑ High School

Post-Secondary: ☐ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☑ Algebra
☑ Geometry
☑ Algebra II
☑ Trigonometry

Short Bio

Candidate has forty years of teaching experience (3 years at high school level, during graduate school, and 35 years at the university level). Candidate is author and/or co-author of various books and professional papers/journals. Dr. Bishop has worked with the Curriculum Commission and the CDE on several occasions during the development of the Mathematics Content Standards and served on at least three adoption panels and comes well-qualified.

2007 Mathematics Primary Adoption CRP Applicants

CC Recommended Yes

Applicant Information

ID	Cohort	CRP/IMAP	First Name	Last Name	Position	Employer
506	1	CRP	Eric	Hsu	Associate Professor of Mathematics	CSU San Francisco

Highest Degree/Institutio	Region	Gender	Panel
Ph.D., Mathematics, UC Berkeley, 1998	North	Male	

Teaching Experience

K-12: ☐ Primary (K-3) ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ High School

Post-Secondary: ☐ 2 Year College ☑ 4 Year College/University ☐ High School Adult Education

☐ Algebra
☐ Geometry
☐ Algebra II
☐ Trigonometry

Short Bio

Candidate has taught college level mathematics for 6 years as a professor, 1 year as a postdoc, and 3 years as a teaching assistant. He has taught first year calculus as well as mathematics for elementary teachers (arithmetic & geometry), and two years of special seminars focusing on school algebra. Candidate has served six years as Associate Professor and/or Assistant Professor, Mathematics at CSU San Francisco. He served at the University of Texas at Austin as NSF PFSMETE Postdoctoral Fellowship, 1999-2001; and Postdoctoral Fellowship, Math Education, 1998-1999. Candidate has a number of publications to his credit and is invited to present at various conferences.

ITEM # 43

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
2007 Mathematics Primary Adoption: Approval of Revised Timeline and Standards Maps for Three Program Types	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the revised 2007 Mathematics Primary Adoption Timeline and standards maps for a Basic Grade-Level Program (Kindergarten through Grade Eight), Mathematics Intervention Program (Grades Four through Seven), and Version I – Standards Maps for an Algebra Readiness Programs (Grade Eight).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND

January 2001: The SBE adopted the current list of mathematics instructional materials. The primary adoption of instructional materials in mathematics for kindergarten through grade eight occurs every six years.

March 2005: The SBE adopted the new *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve*, which contains the adopted *Criteria for Evaluating Mathematics Instructional Materials* for the 2007 Mathematics Primary Adoption.

January 2006: The SBE approved the timeline for the 2007 Mathematics Primary Adoption.

SUMMARY OF KEY ISSUES

Adoption Timeline

The 2007 Mathematics Primary Adoption timeline contains key dates for the adoption of instructional materials for kindergarten through grade eight. The attached timeline follows the statutory requirements and notice to publishers set by previous adoptions. On September 29, 2006, the Curriculum Commission approved revisions to the timeline.

The shaded areas of the timeline on Attachment 1, have been revised for the following reasons:

SUMMARY OF KEY ISSUES (Cont.)

- **Feb. 2006–Until Filled**: The recruitment deadline of September 7, 2006, has been extended "until filled" to allow individuals to continue to submit applications to serve as Instructional Materials Advisory Panel (IMAP) and Content Review Panel (CRP) members for the adoption. Approximately 40 publishers have expressed an interest in participating in the 2007 Mathematics Primary Adoption. Based on this number of publishers, we anticipate needing approximately 20 or more panels of reviewers, each panel will have five-to-seven IMAP members and one CRP expert. To reach this review level and to account for attrition, we need to continue to recruit additional IMAP members and CRP applicants.

- **July 16–19, 2007, (Session I–Deliberations) and July 30–August 2, 2007, (Session II–Deliberations)**: A second session has been added for the adoption deliberations process. Based on the high level of interest from publishers to participate in this adoption, we estimate receiving 60 or more programs for review. Separating the deliberations into two sessions ensures that each review panel will have a separate meeting room to discuss the programs under review and develop a consensus report of findings for each program.

Standards Maps
Standards maps must be completed by the publisher/manufacturer for all instructional materials submitted for the 2007 Mathematics Primary Adoption, kindergarten through grade eight. Separate standards maps are required for each of the three types of programs to be considered for 2007 adoption:

1. Basic Grade-Level Program (Kindergarten through Grade Eight)
2. Mathematics Intervention Program (Grades Four Through Seven)
3. Algebra Readiness Program (Grade Eight)

Standards Maps will be used to document the extent to which instructional materials meet Category 1: Mathematics Content/ Alignment with Standards (refer to *Mathematics Framework*, Chapter 10, *Criteria for Evaluating Mathematics Instructional Materials*, pp. 265-267). Standards maps will enable the IMAP and CRP members to see how programs align to the State Board-adopted *Mathematics Content Standards for California Public Schools*. Standards maps for this adoption are based on the *Mathematics Content Standards* adopted by the SBE in 1997.

The Curriculum Commission previously approved standards maps for Basic Grade-Level Programs and Mathematics Intervention Programs. The standard maps for these two program types are attached and the CDE recommends approval.

For the Algebra Readiness program, there are two versions of the standards maps attached to this item (Version I and Version II). On September 29, 2006, the Curriculum Commission took action to forward both versions of the standards maps for Algebra Readiness (Version I and Version II) to the SBE without deciding which one to recommend. CDE staff recommends approval of Version I, which was developed with input from the Chair of the Curriculum Commission, Chair of the Commission's

SUMMARY OF KEY ISSUES (Cont.)

Mathematics Subject Matter Committee, CDE leadership, SBE legal counsel and staff. Version II was developed and submitted by a Curriculum Commission member at the September 2006 meeting.

Following are highlights of the standard maps for the three program types:

- **Basic Grade-Level Program (Kindergarten through Grade Eight).** The Curriculum Commission and the CDE recommend approval of these standards maps. Standards maps for Basic programs include all grade level standards for kindergarten through grade seven (K–7) and all standards for Algebra I (for grade eight programs). Programs must address all standards at the relevant grade level (K-7) and discipline (Algebra I for grade eight). Publishers must complete the standards map(s) for the grade levels that are pertinent to the submitted program(s). A sample of the Grade 1 Standards Maps for Basic Grade-Level Programs is provided in Attachment 2. Attachment 2 also includes the URL where the complete document for kindergarten through grade eight and instructions for completing the standards maps are available online.

- **Standards Maps for a Mathematics Intervention Program (Grades four–seven).**The Curriculum Commission and the CDE recommend approval of these standards maps. Standards maps for Mathematics Intervention programs include the required subset of grade-level standards indicated in Appendix E of the Mathematics Framework. Standard maps for the Mathematics Intervention program are based on two tables in the *Mathematics Framework*, "The Subsets of Mathematics Content Standards, By Grade Level – Mathematics Standards for the Mathematics Intervention Program" (page 341) and "Six Volumes for the Mathematics Intervention Program" (page 342-343). Programs must address all standards listed in the standards maps for Mathematics Intervention in Part A and Part B. Standards Maps for a Mathematics Intervention Program are provided in Attachment 3. Attachment 3 also includes the URL where the standards maps and instructions for completing the standards maps are available online.

- **Version I - Standard Maps for an Algebra Readiness Program (Grade eight)** The Version I standards maps for Algebra Readiness programs consist of two parts:

    - **Part A: Grade Seven and Algebra I Standards.** Includes the subset of 16-targeted standards (13-targeted grade seven standards from Number Sense (NS), Algebra and Functions (AF), and Measurement and Geometry (MG) strands and 3-targeted Algebra I standards), which are in the table on page 365 of the *Mathematics Framework*, Appendix E, and all of the Mathematical Reasoning (MR) standards for grade seven, which are listed in the table on page 340 of the *Mathematics Framework*, Appendix E. Program are required to address **ALL of the standards in Part A**.

SUMMARY OF KEY ISSUES (Cont.)

- **Part B: Standards (Grades Two–Six) that Address Foundational Skills and Concepts from Earlier Grades.** Focuses on standards in the program that address foundational skills and concepts from earlier grades. Reviewers will use the information provided in Part B to determine if a program addresses Category 1. Mathematics Content/Alignment with Standards, criterion 13 (*Mathematics Framework*, Chapter 10, pp. 266-267). The standards map for Part B includes all of the content standards for grades two–six; however, programs are **NOT required to address all of the standards in the Part B**. Publishers have flexibility to select specific standards to be included. Part B reflects GUIDANCE provided in Appendix E on the concepts and skills from earlier grades (including examples of standards).

CDE staff recommends approval of Version I. The standards maps reflect guidance provided in Appendix E of the Mathematics Framework, provide publishers with a document that is easy to complete (checkbox format), and provide reviewers with a document that will help them make an informed recommendation about the standards alignment of a program. Version I - Standards Maps for an Algebra Readiness Program and instructions for completing the standards maps are provided in Attachment 4.

- **Version II–Standard Maps for an Algebra Readiness Program (Grade 8): Part B.** Version II of the standard maps for an Algebra Readiness for Part B includes a table for publisher citations that includes the seven statements outlined in Category 1. Mathematics Content/Alignment with Standards, criterion 13 (*Mathematics Framework*, Chapter 10, pp. 266-267). Reviewers will use the information provided in this table to determine if a program meets Category 1, criterion 13. Version II only addresses Part B of the standards maps for Algebra Readiness. If approved, the complete standards maps for Algebra Readiness programs would also include Part A: Grade Seven and Algebra I Standards from Version I.

CDE staff does not recommend approval of Version II. The document does not include the content standards, instructions for completing the maps are not provided, and it does not request the standard-based content called for in the evaluation criteria. Version II - Standards Maps for an Algebra Readiness Program-Part B are provided in Attachment 5.

CDE staff plan to have a Publisher Briefing on December 1, 2006, on the three types of approved standards maps required for the 2007 Mathematics Adoption.

FISCAL ANALYSIS (AS APPROPRIATE)

The estimated cost for the 2007 Mathematics Primary Adoption will be approximately $266,184.

ATTACHMENT(S)

Attachment 1: 2007 Mathematics Kindergarten–Grade Eight Primary Adoption Timeline (1 page).

Attachment 2: Standards Map for a Basic Grade-Level Program (Sample for Grade One ONLY) (4 pages). A complete set of standards maps and instructions for a Basic Grade-Level Program (Kindergarten through Grade Eight) are available on the CDE Web site at http://www.cde.ca.gov/ci/ma/im/mathstandmaps.asp.

Attachment 3: Standards Maps for a Mathematics Intervention Program (Grades Four through Seven) (34 pages). The standards maps and instructions for a Mathematics Intervention Program (Grades Four through Seven) are available on the CDE Web site at http://www.cde.ca.gov/ci/ma/im/mathintprog.asp.

Attachment 4: Version I - Standard Maps for an Algebra Readiness Program (Grade Eight) and Instructions for Completing the California Standards Maps for an Algebra Readiness Program (26 pages). The complete standards map for Part B will include all standards for grades two through six; however, to minimize the length of the attachment, a sample of the format to be used in Part B has been provided for grade two standards only. If approved, the standards maps for Part B will be expanded to include all standards for grades two through six, using the same format displayed in Part B for grade two standards only.

Attachment 5: Version II - Standard Maps for an Algebra Readiness Program (Grade Eight): Part B (2 pages). This attachment only addresses Part B of the standards maps for Algebra Readiness. If approved, the complete standards map would be expanded to include Part A: Grade Seven and Algebra I Standards from Version I.

2007 MATHEMATICS KINDERGARTEN–GRADE EIGHT PRIMARY ADOPTION TIMELINE

(Approved by Curriculum Commission September 29, 2006)

DATE(S)	EVENT(S)
May 2005	State Board of Education (SBE) adopts evaluation criteria – at least 30 months before adoption
September 2005	Commission approves final timeline
November 8, 2005	Publishers briefing on criteria
Feb. 2006 – Until Filled	Recruit IMAP/CRP members
Sept. 2006 - Dec. 2006	Commission recommends IMAP/CRP members to SBE
Nov. 2006 - Jan. 2007	SBE action on IMAP/CRP members
January 9, 2007	Invitation to submit meeting
March 7, 2007	Deadline for submission information
March 26-29, 2007	IMAP/CRP training
April 12, 2007	Samples submitted to reviewers and LRDCs
April 13, 2007	Price quote distribution to publishers
June 13, 2007	Price quote receipt deadline
Various dates and locations*	Legal and social compliance (LC) review
July 3, 2007	Publisher withdrawal deadline (7 working days before deliberations)
July 9, 2007	LC citation notices sent to publishers
July 16-19, 2007	Deliberations (Session I)
July 30 – August 2, 2007	Deliberations (Session II)
August 6, 2007	Publisher response to LC citations
September 2007	Mathematics Subject Matter Committee and Curriculum Commission action on recommendations
October 2007	Public display period (30 days)
November 2007	SBE hearing/action on adoption
December 2007	Post-adoption publishers briefing
January 2008	Final printed resources submitted

*Contracts with various County Offices of Education to conduct the LC review

STANDARDS MAP for a Basic Grade-Level Program
(Sample for Grade One ONLY)

Grade One–Mathematics

		Publisher Citations		For IMAP/CRP Use Only		
				Meets Standard		
Standard No.	**Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	NUMBER SENSE					
1.0	**Students understand and use numbers up to 100:**					
1.1	Count, read, and write whole numbers to 100.					
1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).					
1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).					
1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).					
1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.					
2.0	**Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:**					
2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.					
2.2	Use the inverse relationship between addition and subtraction to solve problems.					
2.3	Identify one more than, one less than, 10 more					

		Publisher Citations		For IMAP/CRP Use Only		
				Meets Standard		
Standard No.	**Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	than, and 10 less than a given number.					
2.4	Count by 2s, 5s, and 10s to 100.					
2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).					
2.6	Solve addition and subtraction problems with one-and two-digit numbers (e.g., 5 + 58 = __).					
2.7	Find the sum of three one-digit numbers.					
3.0	**Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:**					
3.1	Make reasonable estimates when comparing larger or smaller numbers.					
	ALGEBRA AND FUNCTIONS					
1.0	**Students use number sentences with operational symbols and expressions to solve problems:**					
1.1	Write and solve number sentences from problem situations that express relationships involving addition and subtraction.					
1.2	Understand the meaning of the symbols +, -, =.					
1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.					
	MEASUREMENT AND GEOMETRY					
1.0	**Students use direct comparison and nonstandard units to describe the measurements of objects:**					

		Publisher Citations		For IMAP/CRP Use Only		
				Meets Standard		
Standard No.	**Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
1.1	Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.					
1.2	Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).					
2.0	**Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:**					
2.1	Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.					
2.2	Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.					
2.3	Give and follow directions about location.					
2.4	Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).					
	STATISTICS, DATA ANALYSIS, AND PROBABILITY					
1.0	**Students organize, represent, and compare data by category on simple graphs and charts:**					
1.1	Sort objects and data by common attributes and describe the categories.					
1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.					

		Publisher Citations		For IMAP/CRP Use Only Meets Standard		
Standard No.	**Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.0	**Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:**					
2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).					
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to set up a problem:**					
1.1	Determine the approach, materials, and strategies to be used.					
1.2	Use tools, such as manipulatives or sketches, to model problems.					
2.0	**Students solve problems and justify their reasoning:**					
2.1	Explain the reasoning used and justify the procedures selected.					
2.2	Make precise calculations and check the validity of the results from the context of the problem.					
3.0	**Students note connections between one problem and another.**					
Appendix						

STANDARDS MAPS for a Mathematics Intervention Program (Grades Four–Seven)

The standards maps for a Mathematics Intervention program consist of two parts:

- **Part A: Subset of standards for Number Sense (NS); Algebra and Function (AF); Measurement and Geometry (MG); and Statistics, Data Analysis, and Probability (SDAP).** The standards map for Part A is organized by the six topical Volumes (I-VI) required for adoption in Appendix E (refer to the tables on pages 342-343 of the *Mathematics Framework*, Appendix E) and includes the required subset of standards from grades K-7. The standards map for Part A does not include standards from the Mathematical Reasoning strand.

- **Part B: All standards in the Mathematical Reasoning (MR) strand only**. The standards map for Part B includes all of the Mathematical Reasoning (MR) standards for grades K-7 (refer to the **table on page 341** of the *Mathematics Framework*, Appendix E) and is organized by grade level. The MR standards must be systematically embedded in the teaching of the subset of standards from the content strands in Part A (NS, AF, MG, and/or SDAP).

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PART A: STANDARDS MAPS for Mathematics Intervention Programs

Subset of standards for Number Sense (NS); Algebra and Function (AF); Measurement and Geometry (MG); and Statistics, Data Analysis, and Probability (SDAP).

VOLUME I–Place Value and Basic Number Skills

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY		
				Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
GRADE 1	**NUMBER SENSE**					
1.1	Count, read, and write whole numbers to 100.					
1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).					
1.3	Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).					
1.4	Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY		
				Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.1	Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.					
2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).					
2.6	Solve addition and subtraction problems with one-and two-digit numbers (e.g., 5 + 58 = __).					
2.7	Find the sum of three one-digit numbers.					
GRADE 2	**NUMBER SENSE**					
1.1	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.					
1.2	Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).					
1.3	Order and compare whole numbers to 1,000 by using the symbols <, =, >.					
2.2	Find the sum or difference of two whole numbers up to three digits long.					
2.3	Use mental arithmetic to find the sum or difference of two two-digit numbers.					
3.1	Use repeated addition, arrays, and counting by multiples to do multiplication.					
3.3	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.					
GRADE 3	**NUMBER SENSE**					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
1.3	Identify the place value for each digit in numbers to 10,000.					
1.5	Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).					
2.1	Find the sum or difference of two whole numbers between 0 and 10,000.					
2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10.					
2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 x 3 = __).					
2.6	Understand the special properties of 0 and 1 in multiplication and division.					
GRADE 4	**NUMBER SENSE**					
1.1	Read and write whole numbers in the millions.					
1.2	Order and compare whole numbers and decimals to two decimal places.					
1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.					
1.6	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).					
3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	numbers.					
3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.					
4.1	Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3).					

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VOLUME II–Fractions and Decimals

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
GRADE 2	**NUMBER SENSE**					
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.					
4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.					
5.1	Solve problems using combinations of coins and bills.					
5.2	Know and use the decimal notation and the dollar and cent symbols for money.					
GRADE 3	**NUMBER SENSE**					
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).					
3.2	Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
3.4	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar).					
GRADE 4	**NUMBER SENSE**					
1.5	Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).					
1.6	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).					
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.					
1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").					
2.0	Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:					
GRADE 5	**NUMBER SENSE**					
1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.					
2.0	Students perform calculations and solve					

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY		
				Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	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.					
2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.					
GRADE 6	**NUMBER SENSE**					
1.1	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.					
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.					
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.					
GRADE 7	**NUMBER SENSE**					
1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.					

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VOLUME III–Ratio, Rates, and Percents

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
GRADE 3	**NUMBER SENSE**					
2.7	Determine the unit cost when given the total cost and number of units.					
GRADE 3	**ALGEBRA AND FUNCTIONS**					
1.4	Express simple unit conversions in symbolic form (e.g., __ inches = __ feet x 12).					
2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).					
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 4s or by multiplying the number of horses by 4).					
GRADE 3	**MEASUREMENT AND GEOMETRY**					
1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
GRADE 5	**NUMBER SENSE**					
1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.					
GRADE 5	**STATISTICS, DATA ANALYSIS, AND PROBABILITY**					
1.3	Use fractions and percentages to compare data sets of different sizes.					
GRADE 6	**NUMBER SENSE**					
1.2	Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (*a/b, a* to *b, a:b*).					
1.3	Use proportions to solve problems (e.g., determine the value of *N* if 4/7 = *N/* 21, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.					
1.4	Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.					
GRADE 6	**ALGEBRA AND FUNCTIONS**					
2.1	Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.2	Demonstrate an understanding that *rate* is a measure of one quantity per unit value of another quantity.					
2.3	Solve problems involving rates, average speed, distance, and time.					
GRADE 6	**STATISTICS, DATA ANALYSIS, AND PROBABILITY**					
3.3	Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if *P* is the probability of an event, 1- *P* is the probability of an event not occurring.					
GRADE 7	**NUMBER SENSE**					
1.6	Calculate the percentage of increases and decreases of a quantity.					
1.7	Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.					
GRADE 7	**ALGEBRA AND FUNCTIONS**					
4.2	Solve multistep problems involving rate, average speed, distance, and time or a direct variation.					

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VOLUME IV–The Core Processes of Mathematics

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
GRADE 2	**ALGEBRA AND FUNCTIONS**					
1.1	Use the commutative and associative rules to simplify mental calculations and to check results.					
GRADE 3	**ALGEBRA AND FUNCTIONS**					
1.0	Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:					
1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).					
GRADE 4	**ALGEBRA AND FUNCTIONS**					
1.1	Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).					
2.1	Know and understand that equals added to equals are equal.					
2.2	Know and understand that equals multiplied by equals are equal.					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
GRADE 5	**ALGEBRA AND FUNCTIONS**					
1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.					
1.3	Know and use the distributive property in equations and expressions with variables.					
GRADE 6	**ALGEBRA AND FUNCTIONS**					
1.2	Write and evaluate an algebraic expression for a given situation, using up to three variables.					
GRADE 7	**NUMBER SENSE**					
1.3	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.					
GRADE 7	**ALGEBRA AND FUNCTIONS**					
1.1	Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).					
1.2	Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.					
1.3	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
4.0	Students solve simple linear equations and inequalities over the rational numbers:					

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VOLUME V–Functions and Equations

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY		
				Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
K	**ALGEBRA AND FUNCTIONS**					
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).					
GRADE 1	**STATISTICS, DATA ANALYSIS, AND PROBABILITY**					
1.1	Sort objects and data by common attributes and describe the categories.					
1.2	Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.					
2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).					
GRADE 2	**STATISTICS, DATA ANALYSIS, AND PROBABILITY**					
1.1	Record numerical data in systematic ways, keeping track of what has been counted.					
1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).					
2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	horses, three horses, four horses).					
GRADE 3	**ALGEBRA AND FUNCTIONS**					
2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).					
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 4s or by multiplying the number of horses by 4).					
GRADE 3	**STATISTICS, DATA ANALYSIS, AND PROBABILITY**					
1.3	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).					
GRADE 4	**ALGEBRA AND FUNCTIONS**					
1.5	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.					
GRADE 4	**MEASUREMENT AND GEOMETRY**					
2.0	Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:					
2.1	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).					
GRADE 5	**ALGEBRA AND FUNCTIONS**					
1.5	Solve problems involving linear functions					

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				Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.					
GRADE 5	**STATISTICS, DATA ANALYSIS, AND PROBABILITY**					
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.					
1.5	Know how to write ordered pairs correctly; for example, (*x, y*).					
GRADE 6	**NUMBER SENSE**					
1.3	Use proportions to solve problems (e.g., determine the value of *N* if 4/7 = *N*/ 21, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.					
GRADE 6	**ALGEBRA AND FUNCTIONS**					
2.1	Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).					
GRADE 7	**ALGEBRA AND FUNCTIONS**					
3.0	Students graph and interpret linear and some nonlinear functions:					
3.1	Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.					
3.3	Graph linear functions, noting that the vertical change (change in *y*- value) per unit of horizontal change (change in *x*-value) is always the same and know that					

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				Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	the ratio ("rise over run") is called the slope of a graph.					
3.4	Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.					

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VOLUME VI–Measurement

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
GRADE 2	**MEASUREMENT AND GEOMETRY**					
1.3	Measure the length of an object to the nearest inch and/or centimeter.					
GRADE 3	**ALGEBRA AND FUNCTIONS**					
1.4	Express simple unit conversions in symbolic form (e.g., __ inches = __ feet x 12).					
GRADE 3	**MEASUREMENT AND GEOMETRY**					
1.2	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.					
1.3	Find the perimeter of a polygon with integer sides.					
1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).					
GRADE 4	**MEASUREMENT AND GEOMETRY**					
1.1	Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.2	Understand that the length of a horizontal line segment equals the difference of the *x*-coordinates.					
2.3	Understand that the length of a vertical line segment equals the difference of the *y*-coordinates.					
GRADE 5	**MEASUREMENT AND GEOMETRY**					
1.1	Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).					
1.2	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.					
1.3	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids.					
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).					
2.2	Know that the sum of the angles of any					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.					
GRADE 6	**ALGEBRA AND FUNCTIONS**					
2.1	Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).					
GRADE 6	**MEASUREMENT AND GEOMETRY**					
1.2	Know common estimates of π (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.					
1.3	Know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.					
2.2	Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.					
GRADE 7	**MEASUREMENT AND GEOMETRY**					
1.1	Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).					
1.3	Use measures expressed as rates (e.g., speed, density) and measures expressed					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.					
3.3	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.					
3.4	Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.					

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PART B: STANDARDS MAPS for a Mathematics Intervention Programs

All standards in the Mathematical Reasoning (MR) strand only.

Part B includes all of the MR standards for grades K-7. The MR standards must be systematically embedded in the teaching of the subset of standards from the content strands in Part A (NS, AF, MG, and/or SDAP). Citations for the MR standards must reference the standards from the content strands in Part A (NS, AF, MG, and/or SDAP) and the program Volume(s) (I-VI) where the MR standards are addressed.

Kindergarten – (Volume V)

Citations to reference all Volumes listed for the grade level

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY		
				Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to set up a problem:**					
1.1	Determine the approach, materials, and strategies to be used.					
1.2	Use tools and strategies, such as manipulatives or sketches, to model problems.					
2.0	**Students solve problems in reasonable ways and justify their reasoning:**					
2.1	Explain the reasoning used with concrete objects and/or pictorial representations.					
2.2	Make precise calculations and check the validity of the results in the context of the problem.					

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Grade One–(Volumes I and V)

Citations to reference all Volumes listed for the grade level

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to set up a problem:**					
1.1	Determine the approach, materials, and strategies to be used.					
1.2	Use tools, such as manipulatives or sketches, to model problems.					
2.0	**Students solve problems and justify their reasoning:**					
2.1	Defend the reasoning used and justify the procedures selected.					
2.2	Make precise calculations and check the validity of the results in the context of the problem.					
3.0	**Students note connections between one problem and another.**					

Grade Two–(Volumes I, II, IV, V, and VI)

Citations to reference all Volumes listed for the grade level

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	MATHEMATICAL REASONING					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
1.0	**Students make decisions about how to set up a problem:**					
1.1	Determine the approach, materials, and strategies to be used.					
1.2	Use tools, such as manipulatives or sketches, to model problems.					
2.0	**Students solve problems and justify their reasoning:**					
2.1	Defend the reasoning used and justify the procedures selected.					
2.2	Make precise calculations and check the validity of the results in the context of the problem.					
3.0	**Students note connections between one problem and another.**					

Grade Three–(Volumes I, II, III, IV, V, and VI)

Citations to reference all Volumes listed for the grade level

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to approach problems:**					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.					
1.2	Determine when and how to break a problem into simpler parts.					
2.0	**Students use strategies, skills, and concepts in finding solutions:**					
2.1	Use estimation to verify the reasonableness of calculated results.					
2.2	Apply strategies and results from simpler problems to more complex problems.					
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.					
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.					
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.					
2.6	Make precise calculations and check the validity of the results from the context of the problem.					
3.0	**Students move beyond a particular problem by generalizing to other situations:**					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
3.1	Evaluate the reasonableness of the solution in the context of the original situation.					
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.					
3.3	Develop generalizations of the results obtained and apply them in other circumstances.					

Grade Four–(Volumes I, II, IV, V, and VI)

Citations to reference all Volumes listed for the grade level

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to approach problems:**					
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.					
1.2	Determine when and how to break a problem into simpler parts.					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.0	**Students use strategies, skills, and concepts in finding solutions:**					
2.1	Use estimation to verify the reasonableness of calculated results.					
2.2	Apply strategies and results from simpler problems to more complex problems.					
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.					
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.					
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.					
2.6	Make precise calculations and check the validity of the results from the context of the problem.					
3.0	**Students move beyond a particular problem by generalizing to other situations:**					
3.1	Evaluate the reasonableness of the solution in the context of the original situation.					
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
3.3	Develop generalizations of the results obtained and apply them in other circumstances.					

Grade Five–(Volumes II, III, IV, V, and VI)

Citations to reference all Volumes listed for the grade level

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to approach problems:**					
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.					
1.2	Determine when and how to break a problem into simpler parts.					
2.0	**Students use strategies, skills, and concepts in finding solutions:**					
2.1	Use estimation to verify the reasonableness of calculated results.					
2.2	Apply strategies and results from simpler problems to more complex problems.					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Grade/ Standard No.	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.					
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.					
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.					
2.6	Make precise calculations and check the validity of the results from the context of the problem.					
3.0	**Students move beyond a particular problem by generalizing to other situations:**					
3.1	Evaluate the reasonableness of the solution in the context of the original situation.					
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.					
3.3	Develop generalizations of the results obtained and apply them in other circumstances.					

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Grade Six– (Volumes II, III, IV, V, and VI)

Citations to reference all Volumes listed for the grade level

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY		
				Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to approach problems:**					
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.					
1.2	Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.					
1.3	Determine when and how to break a problem into simpler parts.					
2.0	**Students use strategies, skills, and concepts in finding solutions:**					
2.1	Use estimation to verify the reasonableness of calculated results.					
2.2	Apply strategies and results from simpler problems to more complex problems.					
2.3	Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.4	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.					
2.5	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.					
2.6	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.					
2.7	Make precise calculations and check the validity of the results from the context of the problem.					
3.0	**Students move beyond a particular problem by generalizing to other situations:**					
3.1	Evaluate the reasonableness of the solution in the context of the original situation.					
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.					
3.3	Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.					

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Grade Seven–(Volumes II, III, IV, V, and VI)

Citations to reference all Volumes listed for the grade level

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY		
				Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to approach problems:**					
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.					
1.2	Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.					
1.3	Determine when and how to break a problem into simpler parts.					
2.0	**Students use strategies, skills, and concepts in finding solutions:**					
2.1	Use estimation to verify the reasonableness of calculated results.					
2.2	Apply strategies and results from simpler problems to more complex problems.					
2.3	Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.					

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		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Standard No.	**Strand**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.4	Make and test conjectures by using both inductive and deductive reasoning.					
2.5	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.					
2.6	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.					
2.7	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.					
2.8	Make precise calculations and check the validity of the results from the context of the problem.					
3.0	**Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:**					
3.1	Evaluate the reasonableness of the solution in the context of the original situation.					
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.					
3.3	Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.					

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Draft Document (9-29-06)

Version I - STANDARDS MAPS for an Algebra Readiness Program (Grade Eight)

The standards maps for Algebra Readiness programs consist of two parts:

- **Part A: Grade 7 and Algebra I Standards**. Includes the subset of 16-targeted standards (13-targeted grade 7 standards from Number Sense (NS), Algebra and Functions (AF), and Measurement and Geometry (MG) strands and 3-targeted Algebra I standards), which are in the table on page 365 of the *Mathematics Framework*, Appendix E, and all of the Mathematical Reasoning (MR) standards for grade 7, which are listed in the table on page 340 of the *Mathematics Framework*, Appendix E. Program are required to address ALL of the standards in Part A.

- **Part B: Standards (Grades 2-6) that Address Foundational Skills and Concepts from Earlier Grades.** Indicates standards in the program that address foundational skills and concepts from earlier grades that support instruction on the subset of 16-targeted standards from Grade 7 and Algebra I. Reviewers will use the information provided in Part B to determine if a program addresses Category 1. Mathematics Content/Alignment with Standards, criterion 13 (*Mathematics Framework*, Chapter 10, pp. 266-267). Programs are **NOT required** to address all of the standards in the Part B. Publishers have flexibility to select specific standards to be included.

Part A: Standards Map for Algebra Readiness
Grade Seven and Algebra I Standards

Part A (Grade Seven Standards)

The standards map for Part A (Grade7 Standards) includes the subset of 13-targeted standards from the Grade 7 Number Sense (NS), Algebra and Functions (AF), and Measurement and Geometry (MG) strands and the corresponding Topics (4-8) listed in the table on page 365 of the *Mathematics Framework*, Appendix E. It also includes **ALL** of the grade 7 standards for the Mathematical Reasoning (MR) strand. **Citations for MR standards must include the relevant content standards from the NS, AF, and/or MG strands** to indicate where in the program the MR standards are embedded in the teaching of the subset of 13-targeted grade 7 standards.

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY		
				Meets Standard		
Stand. No. & Program Topic	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	NUMBER SENSE					
1.2 Topic 4	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.					
1.3 Topic 4	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.					
1.5 Topic 4	Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.					
2.1 Topic 4	Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.					

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Stand. No. & Program Topic	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	ALGEBRA AND FUNCTIONS					
1.1 Topic 6	Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).					
1.3 Topic 6	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.					
2.1 Topic 4	Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.					
3.3 Topic 8	Graph linear functions, noting that the vertical change (change in *y*- value) per unit of horizontal change (change in *x*-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.					
3.4 Topic 8	Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.					
4.1	Solve two-step linear equations and					

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Stand. No. & Program Topic	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
Topic 6	inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.					
4.2 Topic 6	Solve multistep problems involving rate, average speed, distance, and time or a direct variation.					
	MEASUREMENT AND GEOMETRY					
1.3 Topic 8	Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.					
3.3 Topic 7	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.					
	MATHEMATICAL REASONING					
1.0	**Students make decisions about how to approach problems:**					
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.					

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Stand. No. & Program Topic	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
1.2	Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.					
1.3	Determine when and how to break a problem into simpler parts.					
2.0	**Students use strategies, skills, and concepts in finding solutions:**					
2.1	Use estimation to verify the reasonableness of calculated results.					
2.2	Apply strategies and results from simpler problems to more complex problems.					
2.3	Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.					
2.4	Make and test conjectures by using both inductive and deductive reasoning.					
2.5	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.					
2.6	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.					
2.7	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.					

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Stand. No. & Program Topic	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
2.8	Make precise calculations and check the validity of the results from the context of the problem.					
3.0	**Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:**					
3.1	Evaluate the reasonableness of the solution in the context of the original situation.					
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.					
3.3	Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.					

Part A (Algebra I)

The standards maps for Part A (Algebra I) includes the subset of 3-targeted standards from the Algebra I standards and the corresponding Topic (9) listed in the table on page 365 of the *Mathematics Framework*, Appendix E.

		PUBLISHER CITATIONS		FOR IMAP/CRP USE ONLY Meets Standard		
Stand. No. & Program Topic	**Strand/Standard Language**	**Primary Citations**	**Supporting Citations**	**Y**	**N**	**IMAP/CRP Notes**
	ALGEBRA I					
2.0 Topic 9	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents [*excluding fractional powers*].					
4.0 Topic 9	Students simplify expressions before solving linear equations and inequalities in one variable, such as 3(2x-5) + 4(x-2) = 12 [*excluding inequalities*].					
5.0 Topic 9	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step [*excluding inequalities]*.					

Draft Document (9-29-06)

Part B: Standards Map for Algebra Readiness
Standards (Grades Two–Six) that Address Foundational Skills and Concepts from Earlier Grades

(Note: Part B: Includes a sample for Grade 2 standards only. If approved by SBE, standards for grades 3-6 will be added using the same format).

The standards map for Part B includes all of the content standards for grades 2-6; however, programs **DO NOT need to address all of the standards** in the Part B. Publishers have flexibility to select specific standards to be cited.

Reviewers will use the information provided in Part B to determine if a program addresses Category 1. Mathematics Content/Alignment with Standards, criterion 13, which states:

> "Algebra readiness programs must target the specific subset of 16 mathematics standards listed in "Algebra Readiness (Grade Eight or Above)" in Appendix E, by addressing the **foundational concepts and skills from earlier grades** and by breaking each of the 16 standards into component concepts and skills. At a minimum, materials must address **foundational skills and concepts that develop fluency** with:

- ✓ (1) Operations on whole numbers *(for more information see Topics 1 & 2 in Appendix E*)*;
- ✓ (2) Representing fractions, mixed numbers, decimals, and percentages *(for more information see Topic 3 in Appendix E*)*;
- ✓ (3) Operations on positive fractions *(for more information see Topic 4 in Appendix E*)*;
- ✓ (4) Use of symbols to express verbal information *(for more information see Topic 5 in Appendix E*)*;
- ✓ (5) Writing and solving simple linear equations *(for more information see Topic 6 in Appendix E*)*;
- ✓ (6) Plotting points; interpreting ordered pairs from a graph; interpreting lengths of horizontal and vertical line segments on a coordinate plane *(for more information see Topic 7 in Appendix E*)*;
- ✓ (7) Graphing and interpreting relationships of the form y = mx *(for more information see Topic 8 in Appendix E*)*."

The foundational skills and concepts **MUST be addressed REPEATEDLY, building in DEPTH and COMPLEXITY** and providing perspective and distributed practice.

* The reference to information in Appendix E is for illustrative purposes only. Materials are not required to be organized by the set of nine Topics in Appendix E.

These seven “fluency statements” listed on the previous page are represented in the standards map for Part B in column 4, “Foundational Skills and Concepts that Develop Fluency”. The sub-columns under the main heading are numbered 1-7 to correspond with the seven numbered “fluency statements” above. The seven “fluency statements” are also listed in the footnote at the bottom of the standards maps for each grade as a reminder.

Publishers have flexibility to select specific standards to be cited in the standards maps for Part B. The standards maps for Part B reflect GUIDANCE provided in Appendix E on the concepts and skills from earlier grades (including examples of standards):

- **“Reference standards” (standards with an “r” in column two).** These standards are included as examples in the checklists heading for each Topic in Appendix E for the Algebra Readiness program and are identified in the standards maps by an “r” in column two. The table on page 365, *Mathematics Framework*, Appendix E, summarizes these **standards referenced** from the checklists of foundational skills and concepts from earlier grades that support instruction on the subset of 16 targeted standards from Grade 7 and Algebra I.

- **Intervention Program standards (standards noted by an “i” in column two).** Narrative in Appendix E for the Algebra Readiness program refers to relevant discussions of various topics in the Mathematics Intervention Program section of Appendix E. Standards from grades 2-6 listed in these Mathematics Intervention topics are identified in the standards maps for Part B by an “i” in column two. These standards are included in the standards maps as examples.

Publishers must select the specific standards from grades 2-6 to address in the standards map for Part B. Programs are NOT required to address any specific sub-set of standards, including those designated with an “r” or “I”, and are NOT required to address all standards listed in Part B. Publishers must indicate the “fluency statements” addressed by the standards selected by placing a checkmark (√) in column four.

To complete the standards maps for standards in the four content strands of Number Sense (NS); Algebra and Function (AF); Measurement and Geometry (MG); and Statistics, Data Analysis, and Probability (SDAP), publishers must place a check mark (√) in column one for the standards addressed in the program and a check mark (√) in column four to indicate the appropriate “fluency statement” addressed by the selected standards in the program. Publishers must provide citations for each standard as evidence that the program develops fluency with the list of foundational skills and concepts required by Category 1, criterion 13.

To complete the standards maps for standards in the Mathematical Reasoning (MR) strand for grades 2-6, publishers must place a check mark (√) in column one for the standards addressed in the program; however, DO NOT place a check mark in column four to indicate the appropriate "fluency statement" addressed by the selected standards. **It is not necessary to complete Column 4 ("fluency statement") for the MR standards**.

MR standards are different from the standards in the other four content strands. Category 1. Mathematics Content/Alignment with Standards, criterion 7, requires materials referenced to show alignment with a standard in the MR strand to also be aligned with one or more standards outside that strand. Therefore **citations for MR standards must include the relevant content standards from the NS, AF, MG and/or SDAP strands** to indicate where in the program the MR standards are embedded in the program. The same content standard may be referenced in citations for multiple MR standards. For example, problems that address standard Grade 2 AF 1.1 could be referenced in all of the citations for the MR standards for Grade 2.

When selecting standards to include in the standards maps for Part B, publishers should refer to the requirements in the evaluation criteria for Algebra Readiness programs regarding foundational skills and concepts from earlier grades.

Part B: STANDARDS MAPS for Algebra Readiness
Standards (Grades Two–Six) that Address Foundational Skills and Concepts from Earlier Grades

Grade 2										Publisher Comments		IMAP/CRP Use Only		
			Foundational Skills and Concepts that Develop Fluency									Meets Standard		
Selected Standards	Standard #	Standard	1	2	3	4	5	6	7	Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
		NUMBER SENSE												
	1.0	Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:												
	1.1 **(i)**	Count, read, and write whole numbers to 1,000 and identify the place value for each digit.												
	1.2 **(i)**	Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).												
	1.3	Order and compare whole numbers to 1,000 by using the symbols <, =, >.												
	2.0	Students estimate, calculate, and solve problems involving addition and subtraction of												

1 - Operations on whole numbers
2 - Representing fractions, mixed numbers, decimals, and percentages
3 - Operations on positive fractions
4 - Use of symbols to express verbal information
5 - Writing and solving simple linear equations
6 - Plotting points; interpreting ordered pairs from a graph; interpreting lengths of horizontal and vertical line segments on a coordinate plane
7 - Graphing and interpreting relationships of the form y = mx

r = Referenced standard – not required for Algebra Readiness

i = Standard required in Math Intervention – not required for Algebra Readiness

Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
		two-and three-digit numbers:												
	2.1	Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions.												
	2.2 **(i)**	Find the sum or difference of two whole numbers up to three digits long.												
	2.3 **(i)**	Use mental arithmetic to find the sum or difference of two two-digit numbers.												
	3.0	Students model and solve simple problems involving multiplication and division:												
	3.1	Use repeated addition, arrays, and counting by multiples to do multiplication.												
	3.2	Use repeated subtraction, equal sharing, and forming												

1 - Operations on whole numbers
2 - Representing fractions, mixed numbers, decimals, and percentages
3 - Operations on positive fractions
4 - Use of symbols to express verbal information
5 - Writing and solving simple linear equations
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Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
		equal groups with remainders to do division.												
	3.3	Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.												
	4.0 **(i)**	Students understand that fractions and decimals may refer to parts of a set and parts of a whole:												
	4.1 **(i)**	Recognize, name, and compare unit fractions from 1/12 to 1/2.												
	4.2	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).												
	4.3 **(i)**	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.												

1 - Operations on whole numbers
2 - Representing fractions, mixed numbers, decimals, and percentages
3 - Operations on positive fractions
4 - Use of symbols to express verbal information
5 - Writing and solving simple linear equations
6 - Plotting points; interpreting ordered pairs from a graph; interpreting lengths of horizontal and vertical line segments on a coordinate plane
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Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
	5.0	Students model and solve problems by representing, adding, and subtracting amounts of money:												
	5.1 **(i)**	Solve problems using combinations of coins and bills.												
	5.2 **(i)**	Know and use the decimal notation and the dollar and cent symbols for money.												
	6.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:												
	6.1	Recognize when an estimate is reasonable in measurements (e.g., closest inch).												
		ALGEBRA AND FUNCTIONS												

1 - Operations on whole numbers
2 - Representing fractions, mixed numbers, decimals, and percentages
3 - Operations on positive fractions
4 - Use of symbols to express verbal information
5 - Writing and solving simple linear equations
6 - Plotting points; interpreting ordered pairs from a graph; interpreting lengths of horizontal and vertical line segments on a coordinate plane
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Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
	1.0	Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:												
	1.1 **(r, i)**	Use the commutative and associative rules to simplify mental calculations and to check results.												
	1.2	Relate problem situations to number sentences involving addition and subtraction.												
	1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.												
		MEASUREMENT AND GEOMETRY												
	1.0	Students understand that measurement is accomplished by identifying a												

1 - Operations on whole numbers
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3 - Operations on positive fractions
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Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
		unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:												
	1.1	Measure the length of objects by iterating (repeating) a nonstandard or standard unit.												
	1.2	Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.												
	1.3	Measure the length of an object to the nearest inch and/ or centimeter.												
	1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).												
	1.5	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00												

1 - Operations on whole numbers
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Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
		p.m.).												
	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.												
	2.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).												
		STATISTICS, DATA ANALYSIS, AND PROBABILITY												

1 - Operations on whole numbers
2 - Representing fractions, mixed numbers, decimals, and percentages
3 - Operations on positive fractions
4 - Use of symbols to express verbal information
5 - Writing and solving simple linear equations
6 - Plotting points; interpreting ordered pairs from a graph; interpreting lengths of horizontal and vertical line segments on a coordinate plane
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Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
	1.0	Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:												
	1.1	Record numerical data in systematic ways, keeping track of what has been counted.												
	1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).												
	1.3	Identify features of data sets (range and mode).												
	1.4	Ask and answer simple questions related to data representations.												
	2.0	Students demonstrate an understanding of patterns and how patterns grow and												

1 - Operations on whole numbers
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Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
		describe them in general ways:												
	2.1	Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).												
	2.2	Solve problems involving simple number patterns.												
		MATHEMATICAL REASONING												
	1.0	Students make decisions about how to set up a problem:												
	1.1	Determine the approach, materials, and strategies to be used.												
	1.2	Use tools, such as manipulatives or sketches, to model problems.												

1 - Operations on whole numbers
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Grade 2										Publisher Comments		IMAP/CRP Use Only		
												Meets Standard		
Selected Standards	Standard #	Standard	Foundational Skills and Concepts that Develop Fluency							Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
			1	2	3	4	5	6	7					
	2.0	Students solve problems and justify their reasoning:												
	2.1	Defend the reasoning used and justify the procedures selected.												
	2.2	Make precise calculations and check the validity of the results in the context of the problem.												
	3.0	Students note connections between one problem and another.												

1 - Operations on whole numbers
2 - Representing fractions, mixed numbers, decimals, and percentages
3 - Operations on positive fractions
4 - Use of symbols to express verbal information
5 - Writing and solving simple linear equations
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Revised 9-29-06

2007 Mathematics Primary Adoption
Instructions for Completing the California Standards Maps
For an Algebra Readiness Program

Three Program Types
Standards Maps must be completed by the publisher/manufacturer for all instructional materials submitted for the 2007 Mathematics Primary Adoption, kindergarten through grade eight. Separate standards maps are available for each of the three types of programs to be considered for 2007 adoption:

1. Basic Grade-Level Program (Kindergarten through Grade Eight)
2. Mathematics Intervention Program (Grades Four Through Seven)
3. Algebra Readiness Program (Grade Eight)

Standards Maps will be used to document the extent to which your instructional materials meet Category 1: Mathematics Content/ Alignment with Standards. The mapping of the standards requires thorough knowledge and accurate notations of the standards as they are presented in your instructional program(s).

Regardless of the type of program, submissions that fail to meet **all** of Criteria Category 1, the Mathematics Content/Alignment with Standards, will not be considered satisfactory for adoption. For Criteria Categories 2-5, each submission must have **strengths** in each category (Program Organization, Assessment, Universal Access, and Instructional Planning and Support) to be worthy of adoption.

Highlights of the Standards

The Standards Maps for this adoption are based on the Mathematics Content Standards for California Public Schools adopted by the State Board of Education in 1997. The mathematics content standards for kindergarten through grade seven are organized by grade level and are presented in five strands: Number Sense (NS); Algebra and Functions (AF); Measurement and Geometry (MG); Statistics, Data Analysis, and Probability (SDAP); and Mathematical Reasoning (MR). The standards for grades eight through twelve are organized differently from those for kindergarten through grade seven, because the mathematics studied in grades eight through twelve falls naturally under the discipline headings of algebra, geometry, and so forth.

The Standards Maps will enable the IMAP and CRP members to see how your program aligns to the State Board-adopted *Mathematics Content Standards*.

Standard Maps for an Algebra Readiness Program (Grade Eight) consist of two parts:

- **Part A: Grade 7 and Algebra I Standards.** Includes the subset of 16-targeted standards (13-targeted grade 7 standards from Number Sense (NS), Algebra and Functions (AF), and Measurement and Geometry (MG) strands and 3-targeted Algebra I standards), which are in the table on page 365 of the *Mathematics Framework*, Appendix E, and all of the Mathematical Reasoning (MR) standards for grade 7, which are listed in the table on page 340 of the Mathematics Framework, Appendix E. Program are required to **address ALL of the standards in Part A.**
- **Part B: Standards (Grades 2-6) that Address Foundational Skills and Concepts from Earlier Grades.** Focuses on standards in the program that address foundational skills and concepts from earlier grades. Reviewers will use the information provided in Part B to determine if a program addresses Category 1. Mathematics Content/Alignment with Standards, criterion 13 (*Mathematics Framework*, Chapter 10, pp. 266-267). The standards map for Part B includes all of the content standards for grades 2-6; however, programs are **NOT required to address all of the standards in the Part B**. Publishers have flexibility to select specific standards to be included. Part B reflects GUIDANCE provided in Appendix E on the concepts and skills from earlier grades (including examples of standards).

Instructions for Completing Standards Maps

1. Fill in the header at the top of the standard map with the publisher's name, the program's title, list of components (and abbreviations used, such as, PE for pupil edition) of the program.

2. **Part A: Standards Map for Algebra Readiness (Grade 7 & Algebra I standards):** Includes the subset of <u>16-targeted standards</u> (13-targeted grade 7 standards from Number Sense (NS), Algebra and Functions (AF), and Measurement and Geometry (MG) strands and 3-targeted Algebra I standards), which are in the **table on page 365** of the *Mathematics Framework*, Appendix E, and <u>all</u> of the Mathematical Reasoning (MR) standards for grade 7, which are listed in the **table on page 340** of the *Mathematics Framework*, Appendix E. Programs must address all standards listed in Part A.

    a. Columns one and two have been completed with the required information:

- Column one contains the content standard number and the Topic (1-9) where the corresponding standards from Grade 7 NS, AF, MG, and Algebra I are discussed in Appendix E (Topics are not listed for MR standards; the MR standards are not discussed in the narrative of Appendix E).
- Column two contains the text of the standard.

b. Columns three and four (Publisher Citations) are reserved for publishers to use to identify citations (both primary and supporting) for each standard. In these spaces, please provide information to help the Content Review Panelists (CRPs) and the Instructional Materials Advisory Panelists (IMAPs) determine the extent to which each of the standards is covered in the program. **Citations for Grade 7 Mathematical Reasoning (MR) standards must include the relevant content standards from NS, AF, and/or MG** to indicate where in the program the MR standards are embedded in the teaching of the subset of grade 7 standards from the other content strands (an example of a citation for Grade 7 MR 2.1: ((Gr. 7, NS 1.2), PE, p. 61). Accurate and succinct responses are appreciated.

   - **Primary Citations** (column three): These are the places in the program where a specific standard is taught in-depth.

   - **Supporting Citations** (column four): These are places in the program where a specific standard is also taught, but it is not the primary emphasis of instruction.

c. Leave columns five, six, and seven blank. These columns are provided for IMAP/CRP members to use as they evaluate whether the program is "meeting" (Y-yes) or "not meeting" (N-no) the standards. The last column is provided for IMAP/CRP note taking. Recommendations for (Y) or against (N) a program are based on how completely and explicitly the standards are addressed. IMAP and CRP members will be guided by the following definitions:

   - **Meets the Standard**: This is column six, the “Y” column. The standard is addressed completely and explicitly, providing substantial material for teaching and learning.

   - **Does Not Meet the Standard**: This is column seven, the “N” column. The standard is not addressed, or the program reflects little or no alignment with the standard. There is insufficient material for teaching and learning the standard.

   - **IMAP/CRP Notes:** This is for the individual reviewers to make notations to assist them in their deliberations.

3. **Part B: Standards (Grades 2-6) that Address Foundational Skills and Concepts from Earlier Grades.** Focuses on standards in the program that address foundational skills and concepts from earlier grades. Reviewers will use the information provided in Part B to determine if a program addresses Category 1. Mathematics Content/Alignment with Standards, criterion 13 (*Mathematics Framework*, Chapter 10, pp. 266-267). The standards map for Part B includes all of the content standards for grades 2-6; however, programs are **NOT required to address all of the standards in the Part B. Publishers have flexibility to select specific standards to be included.** Part B reflects GUIDANCE provided in Appendix E on the concepts and skills from earlier grades (including examples of standards).

   a. Column one allows publishers flexibility to select the specific standards to be cited in the standards maps for Part B. To complete column one, select standards addressed in the program by placing a checkmark (√) in column one.
   b. Columns two and three have been completed with the required information:
      - Column two contains the content standard number. It may also include an “i” and/or “r” under the standard number. These letters refer to GUIDANCE provided in Appendix E on the concepts and skills from earlier grades. The “r” indicates “Reference standards”. These standards are included as examples in the checklists heading each Topic in Appendix E for the Algebra Readiness program. In addition, the narrative in Appendix E for the Algebra Readiness program refers to relevant discussions of various topics in the Mathematics Intervention Program section of Appendix E. Standards from grades 2-6 listed in these Mathematics Intervention topics are identified in the standards maps by an “i” in column two.

      - Column three contains the text of the standard.

   c. Column four allows publishers to identify the “fluency statements” addressed in the program. To complete column four for all standards selected by the publisher, place a checkmark (√) in column four under the appropriate sub-heading (1-7) that corresponds with one of the seven “fluency statements” supported by the standard in the program. Column four refers to the seven “fluency statements” included in the evaluation criteria. **It is not necessary to complete Column 4 (“fluency statement”) for the Mathematical Reasoning (MR) standards.** Reviewers will use the information provided in column 4 to determine if a program addresses Category 1. Mathematics Content/Alignment with Standards, criterion 13, which states:

"Algebra readiness programs must target the specific subset of 16 mathematics standards listed in "Algebra Readiness (Grade Eight or Above)" in Appendix E, by addressing the foundational concepts and skills from earlier grades and by breaking each of the 16 standards into component concepts and skills. At a minimum, materials must address foundational skills and concepts that develop fluency with:

1) Operations on whole numbers (*for more information see Topics 1 & 2 in Appendix E**);
2) Representing fractions, mixed numbers, decimals, and percentages (*for more information see Topic 3 in Appendix E**);
3) Operations on positive fractions (*for more information see Topic 4 in Appendix E**);
4) Use of symbols to express verbal information (*for more information see Topic 5 in Appendix E**);
5) Writing and solving simple linear equations (*for more information see Topic 6 in Appendix E**);
6) Plotting points; interpreting ordered pairs from a graph; interpreting lengths of horizontal and vertical line segments on a coordinate plane (*for more information see Topic 7 in Appendix E**);
7) Graphing and interpreting relationships of the form y = mx (*for more information see Topic 8 in Appendix E**)."

* The reference to information in Appendix E is for illustrative purposes only. Materials are not required to be organized by the set of nine Topics in Appendix E.

The foundational skills and concepts MUST be addressed REPEATEDLY, building in DEPTH and COMPLEXITY and providing perspective and distributed practice. (Refer to *Mathematics Framework*, Chapter 10, Criteria for Evaluating Mathematics Instructional Materials, pp. 267).

d. Columns five and six (Publisher Citations) are reserved for publishers to use to identify citations (both primary and supporting) for each standard. In these spaces, please provide information to help the Content Review Panelists (CRPs) and the Instructional Materials Advisory Panelists (IMAPs) determine the extent to which each of the standards is covered in the program. Citations for Mathematical Reasoning (MR) standards must include the relevant content standards from NS, AF, and/or MG to indicate where in the program the MR standards are embedded in the teaching of the standards from the other content strands (an example of a citation for Grade 5 MR 2.1: ((Gr. 5, NS 1.2), PE, p. 61). Accurate and succinct responses are appreciated.

- **Primary Citations (column five):** These are the places in the program where a specific standard is taught in-depth.

- **Supporting Citations (column six):** These are places in the program where a specific standard is also taught, but it is not the primary emphasis of instruction.

e. Leave columns seven, eight, and nine blank. These columns are provided for IMAP/CRP members to use as they evaluate whether the program is "meeting" (Y-yes) or "not meeting" (N-no) the standards. The last column is provided for IMAP/CRP note taking. Recommendations for (Y) or against (N) a program are based on how completely and explicitly the standards are addressed. IMAP and CRP members will be guided by the following definitions:

- **Meets the Standard**: This is column six, the “Y” column. The standard is addressed completely and explicitly, providing substantial material for teaching and learning.

- **Does Not Meet the Standard**: This is column seven, the “N” column. The standard is not addressed, or the program reflects little or no alignment with the standard. There is insufficient material for teaching and learning the standard.

- **IMAP/CRP Notes:** This is for the individual reviewers to make notations to assist them in their deliberations.

If you have questions or technical problems, please contact Mary Sprague, Consultant, Curriculum Frameworks Office, at (916) 319-0510 or via email at msprague@cde.ca.gov.

Version II - Standard Maps for an Algebra Readiness Program (Grade Eight)
Part B: FOUNDATIONAL SKILLS AND CONCEPTS MAPS for Algebra Readiness

The checklists heading each topic in the Algebra Readiness section of Appendix E provide guidance on the concepts and skills taught in earlier grades that support instruction on the 16 standards mapped in Part A. Some of these foundational skills and concept statements include references to standards from grades 2-6, to explain unambiguously the mathematics content underlying the skills and concepts. These additional standards are referenced in Appendix E for guidance and are not included in the standards map for the Algebra Readiness program.

Criterion I-13 from the *Criteria for Evaluating Mathematics Instructional Materials* (Chapter 10) includes the following statement: “At a minimum, materials must address foundational skills and concepts that develop fluency with operations on whole numbers; representing fractions, mixed numbers, decimals, and percentages; operations on positive fractions; use of symbols to express verbal information; writing and solving simple linear equations; plotting points; interpreting ordered pairs from a graph; interpreting lengths of horizontal and vertical line segments on a coordinate plane; and graphing and interpreting relationships of the form y = mx. The foundational skills and concepts must be addressed repeatedly, building in depth and complexity and providing perspective and distributed practice.”

The seven statements outlined in Criterion I-13 are included in the table below, for publisher citations. Reviewers will use the information provided in this table to determine if a program meets Criterion I-13.

		PUBLISHER CITATIONS		Meets Criterion		FOR IMAP/CRP USE ONLY
	Foundational Skills and Concepts Language	Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
Topic 2	Complete fluency with operations on whole numbers					
Topic 3	Complete fluency with representing fractions, mixed numbers, decimals, and percentage					

Draft Document (9-29-06)

		PUBLISHER CITATIONS		Meets Criterion		FOR IMAP/CRP USE ONLY
	Foundational Skills and Concepts Language	Primary Citations	Supporting Citations	Y	N	IMAP/CRP Notes
Topic 4	Complete fluency with operations on positive fractions					
Topic 5	Complete fluency with the use of symbols to express verbal information					
Topic 6	Complete fluency in writing and solving simple linear equations					
Topic 7	Complete fluency in plotting points, interpreting ordered pairs from a graph, and interpreting lengths of horizontal and vertical line segments on a coordinate plane					
Topic 8	Complete fluency in graphing and interpreting relationships of the form y = mx					

ITEM _44__

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Curriculum Development and Supplemental Materials Commission: Appointment of New Members	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

State Board of Education (SBE) staff recommend that the SBE appoint the following candidates, who have been interviewed and recommended by the SBE Screening Committee, to fill seats being vacated on the Curriculum Development and Supplemental Materials Commission (Curriculum Commission). In addition, SBE staff recommend that the SBE re-appoint one current member of the Curriculum Commission who was appointed to fill a vacancy but has yet to fill a full term.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE appoints 13 of the 16 public members of the Curriculum Commission to four-year terms. An individual may serve only one full term on the Curriculum Commission; a member may be reappointed if he or she was initially appointed to fill a vacancy of less than three years.

The terms of office of four current members of the Curriculum Commission expire on December 31, 2006. One of the four was initially appointed to a partial term and is eligible for reappointment. By law, the SBE is to make its appointments such that the Curriculum Commission has at least seven classroom or mentor teachers. In addition, the SBE endeavors to make its appointments such that the Curriculum Commission has continuously represented within its membership subject matter expertise in the major disciplines taught in kindergarten through grade twelve.

SUMMARY OF KEY ISSUES

An invitation for applications for the forthcoming vacancies on the Curriculum Commission was widely circulated both in hard copy and electronically. The application deadline was 5:00 p.m. on Friday, October 13, 2006.

FISCAL ANALYSIS (AS APPROPRIATE)

There are relatively minor costs associated with the participation of individual Curriculum Commission members at meetings and other activities associated with

development of curriculum frameworks and adoption of instructional materials. Funding for these costs is part of the base state operations (administrative) budget for the CDE. Appointment of individuals to the Curriculum Commission, per se, does not have a significant fiscal impact on the CDE or on the State as a whole.

ATTACHMENT(S)

The SBE will be provided one or more last minute memoranda with information regarding the SBE Screening Committee's recommendations for appointment to the Curriculum Commission.

ITEM # 45

CALIFORNIA STATE BOARD OF EDUCATION

November 2006 AGENDA

SUBJECT	
Educational Interpreters for Pupils Who are Deaf or Hard of Hearing - Approve Commencement of the Rulemaking Process for Amendments to California Code of Regulations, Title 5, Section 3051.16 and Section 3065.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed regulations, the Initial Statement of Reasons, and the Notice of Proposed Rulemaking, and direct staff to commence the rulemaking process. Sections 3051.16 and 3065 relate to qualification standards for educational interpreters for pupils who are deaf or hard of hearing, both in public schools and in nonpublic schools and agencies.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Current regulations (5 CCR 3051.16 and 5 CCR 3065) require that, beginning January 1, 2007, educational interpreters must be certified by the national Registry of Interpreters for the Deaf (RID) or equivalent, or if providing Cued Speech interpretation, be certified by any certifying body recognized by the National Cued Speech Association (NCSA). The current regulations were approved by the State Board in May, 2002.

SUMMARY OF KEY ISSUES

The proposed regulations will clarify existing regulations to ensure that all deaf and hard of hearing children receive comparable and acceptable levels of access to classroom instruction. The current requirement that educational interpreters be RID certified “or equivalent” requires clarification and specificity. In addition, the requirement that Cued Speech transliterators be certified by “any certifying body recognized by the NCSA” requires clarification and specificity.

The proposed regulations address concerns from the field that, despite having five years to prepare for the implementation of the regulatory standard, there are not enough appropriately qualified interpreters in California to meet the needs of our state’s students who are deaf or hard of hearing.

The proposed regulations also add a definition of “educational interpreting”.

FISCAL ANALYSIS (AS APPROPRIATE)

Fiscal Analysis will be provided as a last minute memorandum, if completed by the time the Board meeting commences.

ATTACHMENT(S)

Attachment 1: Notice of Proposed Rulemaking (5 pages)

Attachment 2: Initial Statement of Reasons (7 pages)

Attachment 3: California Code of Regulations, Title 5, sections 3051.16 and 3065 (4 pages)

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 EDUCATIONAL INTERPRETERS

[Notice published November 17, 2006]

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

PUBLIC HEARING

The California Department of Education (CDE) staff, on behalf of the SBE, will hold a public hearing beginning at **10:00 a.m. on January 3, 2007**, 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 SBE requests that any person desiring to present statements or arguments orally notify the Regulations Coordinator of such intent. The SBE 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 regcomments@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on January 3, 2007**.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

Following the public hearing and considering all timely and relevant comments received, the SBE 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 33031, 56100, 56100(a) and (i), and 56366(e), Education Code.

Reference: Section 17505.2, Business and Professions Code; Section 56363 and 56366.1, Education Code; and Section 300.34 and 300.156(b)(1), Title 34, Code of Federal Regulations.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Consistent with the Individuals with Disabilities Education Improvement Act (IDEA 2004) requirement that interpreters for pupils who are deaf or hard of hearing meet state-approved or –recognized certification, licensing, registration, or other comparable requirements, as defined in the Code of Federal Regulations, section 300.156(b)(1), the SBE proposes to amend *California Code of Regulations (CCR), title 5,* sections 3051.16 and 3065, to clarify existing regulations, and to ensure that all deaf and hard of hearing pupils receive comparable and acceptable levels of access to classroom instruction.

The proposed regulatory amendments will clarify the definition of “qualified personnel” to provide educational interpreter services for deaf and hard of hearing pupils in California public schools and in nonpublic schools and agencies. The proposed amendments will delay the implementation of qualification standards for educational interpreters to July, 2007.

INCORPORATION BY REFERENCE

CDE staff relied upon the following information in proposing the adoption of these regulations:

- Recommendations from the 1988 report of the Commission on Education of the Deaf to the United States Congress

- Recommendations of the 1989 National Task Force on Educational Interpreting

- Recommendations from the 1994 Deaf and Hard of Hearing Students Educational Service Guidelines from the National Association of State Directors of Special Education

- California Department of Education Educational Interpreter Workgroup (August 2, 2006) [Requirements for interpreters in other states (page 20) and information and test results data provided by the testing agencies (page 22)]

These documents are available for review from the Regulations Coordinator.

DISCLOSURES REGARDING THE PROPOSED REGULATION

The SBE 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: While some local educational agencies contract with small businesses (agencies) to provide educational interpreting services, those small businesses must ensure that pupils who are deaf or hard of hearing receive quality services. There is no evidence that local educational agencies will change this practice as a result of these regulations.

CONSIDERATION OF ALTERNATIVES

The SBE must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the SBE, 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 SBE 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:

Nancy Sager, Special Education Consultant
State Special Schools and Services Division
California Department of Education
1430 N Street, Room 2305
Sacramento, CA 95814
Telephone: (916) 327-3868

INITIAL STATEMENT OF REASONS AND INFORMATION

The SBE 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 California 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 Nancy Sager, State Special Schools and Services Division, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 327-3868; fax, (916) 327-3516. It is recommended that assistance be requested at least two weeks prior to the hearing.

INITIAL STATEMENT OF REASONS
Educational Interpreters

SECTION 3051.16. Specialized Services for Low-Incidence Disabilities
SECTION 3065. Staff Qualifications – Related Services including Designated Instruction and Services

SPECIFIC PURPOSE OF THE REGULATIONS

The proposed regulations will define "qualified personnel" to provide educational interpreter services for deaf and hard of hearing pupils in California public schools and in nonpublic schools and agencies. The proposed regulations are the State Board of Education's (SBE) standards for providing designated instruction and services to deaf and hard of hearing pupils in California public schools and nonpublic schools and agencies, consistent with the Individuals with Disabilities Education Improvement Act (IDEA) requirement that interpreters in the schools meet state-approved or –recognized certification, licensing, registration, or other comparable requirements, as defined in the Code of Federal Regulations, section 301.136(a)(4). The proposed regulations will clarify existing regulations to ensure that all deaf and hard of hearing children receive comparable and acceptable levels of access to classroom instruction.

The proposed regulations will require the following:

- Beginning July 1, 2007, an educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID), or have achieved a score of 3.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter (ESSE-I), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. If providing Cued Language transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 3.0 or above on the EIPA – Cued Speech.

- Beginning July 1, 2008, an educational interpreter shall be certified by the national RID, or have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.5 or above on the EIPA – Cued Speech.

- Beginning July 1, 2009, an educational interpreter shall be certified by the national RID, or have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech.

The proposed regulations define an educational interpreter as a person who provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's Individualized Educational Program (IEP).

These qualification standards apply to any person providing educational interpreting services, whether full-time, part-time, or as a substitute, and regardless of whether the person providing interpreting services is an employee of the local educational agency (LEA) or is employed on a contractual basis.

NECESSITY/RATIONALE

Current regulations (5 CCR 3051.16 and 5 CCR 3065) require that, beginning January 1, 2007, educational interpreters must be certified by the national RID or equivalent, or if providing Cued Speech interpretation, be certified by any certifying body recognized by the National Cued Speech Association (NCSA).

The proposed new regulations are necessary to clarify the current regulatory language. The current requirement that educational interpreters be RID certified "or equivalent" requires clarification and specificity. In addition, the requirement that Cued Speech transliterators be certified by "any certifying body recognized by the NCSA" requires clarification and specificity.

The proposed regulations address concerns from the field that, despite having five years to prepare for the implementation of the regulatory standard, there are not enough qualified interpreters in California to meet the needs of our state's students who are deaf or hard of hearing. The proposed regulations also add a definition of "educational interpreting".

The current regulations were approved by the SBE in May, 2002. Subsequent to the approval of these regulations, the State Budget allocated $1,000,000 in funding, over a three year period, for assessment and training of educational interpreters. Of this funding, $250,000 was provided for the development of a two-year distance learning program for educational interpreters from rural and remote areas. Twenty (20) educational interpreters completed that program in June, 2006, and are awaiting final assessment results. The additional $750,000 was distributed by California Department Education (CDE), through competitive grants, to local educational agencies, to provide local training and assessment. A total of 814 educational interpreters were provided the opportunity to participate in training and assessment during this three year period.

There are four state or nationally recognized assessments of interpreter skills. Those assessments include the following:

1. Registry of Interpreters for the Deaf (RID)

2. National Association of the Deaf (NAD)/American Consortium of Certified Interpreters (ACCI)*

3. Educational Interpreter Performance Assessment (EIPA)

4. Educational Sign Skills Evaluation – Interpreter (ESSE-I)

*This assessment is no longer available, but some currently employed interpreters have taken this assessment.

The developers of the EIPA provide the following description of a Level 3 or intermediate interpreter:

"Demonstrates knowledge of basic vocabulary, but will lack vocabulary for more technical, complex, or academic topics. Individual is able to sign in a fairly consistent manner using some consistent prosody, but pacing is still slow with infrequent pauses for vocabulary or complex structures. Sign production may show some errors but generally will not interfere with communication. Grammatical production may still be incorrect, especially for complex structures, but is in general, intact for routine and simple language. Comprehends signed messages but may need repetition and assistance. Voiced translation often lacks depth and subtleties of the original message. An individual at this level would be able to communicate very basic classroom content, but may incorrectly interpret complex information resulting in a message that is not always clear. An interpreter at this level needs continued supervision and should be required to participate in continued education in interpreting."
(http://www.classroominterpreting.com)

A Level 4 or advanced intermediate interpreter possesses the following skills:

"Demonstrates broad use of vocabulary with sign production that is generally correct. Demonstrates good strategies for conveying information when a specific sign is not in their vocabulary. Grammatical constructions are generally clear and consistent, but complex information may still pose occasional problems. Prosody is good, with appropriate facial expression most of the time. May still have difficulty with the use of facial expression in complex sentences and adverbial non-manual markers. Fluency may deteriorate when rate or complexity of communication increases. Uses space consistently most of the time, but complex constructions or extended use of discourse cohesion may still pose problems. Comprehension of most signed messages at a normal rate is good but translation may lack some complexity of the original message.

An individual at this level would be able to convey much of the classroom content but may have difficulty with complex topics or rapid turn-taking."
(http://www.classroominterpreting.com)

While deaf and hard of hearing children clearly need and deserve interpreters who are able to provide interpretation at an advanced intermediate level or better, there is

concern that not enough of California's currently employed interpreters have achieved this level of skill, despite the ongoing training that has been provided during the past few years. According to the California Special Education Management Information System (CASEMIS), there are 875.49? educational interpreters in California. According to data reported by the testing agencies, 726 of those interpreters (82%) have achieved RID certification or a skill level of 3.0 or above on one of the other assessments. However, only 267 of those interpreters (32%) have achieved RID certification or a score of 4.0 or above on one of the other three assessments. Thus, the regulations have been developed in a way to allow currently working educational interpreters more time to become qualified.

To assist in the development of the new regulations, CDE convened an Educational Interpreters Workgroup comprised of representatives from the following organizations:

- Registry of Interpreters for the Deaf
- Conference of Interpreter Trainers
- Educational Sign Skill Evaluation (SEE Center)
- Educational Interpreter Performance Assessment (Boystown National Research Center)
- National Cued Speech Association
- California Educators of the Deaf and Hard of Hearing
- IMPACT (parents of deaf and hard of hearing children)
- California Coalition of Agencies Serving the Deaf and Hard of Hearing
- Special Education Local Plan Area Directors
- Special Education Administrators of County Offices
- Association of California School Administrators
- California School Boards Association
- California School Employees Association

The workgroup considered the following information in making its recommendation to CDE:

- Recommendations from the 1988 report of the Commission on Education of the Deaf to the United States Congress
- Recommendations of the 1989 National Task Force on Educational Interpreting
- Recommendations from the 1994 Deaf and Hard of Hearing Students Educational Service Guidelines from the National Association of State Directors of Special Education
- Requirements for interpreters in other states
- Information and test results data provided by the testing agencies

The rationale for each specific regulation follows by section and subdivision.

Section 3051.16

The requirements in section 3051.16 have been reorganized to provide clarity and specificity to the qualification standards for educational interpreters. The general requirements for specialized services for low-incidence disabilities are in subdivision (a). The requirements for educational interpreters for pupils who are deaf or hard of hearing are in subdivision (b).

Subdivision (b) provides the standards for personnel providing educational interpreting services for deaf and hard of hearing pupils, as required by *Education Code section* 56363. These are the State's standards for educational interpreters, as required by Title 34, Code of Federal Regulations, section 333.34 and section 333.156 (b)(1).

Subdivision (b)(1) changes the implementation date of the qualification standard for educational interpreters to July 1, 2007, and requires that educational interpreters meet a minimum qualification standard by that date. By delaying the effective date of the regulation to the beginning of the 2007-08 school year, local educational agencies may avoid the potential necessity to replace educational interpreters who have not met the minimum qualification standard in the middle of the school year. This subsection will provide assurance to deaf and hard of hearing students that they will be provided with services by interpreters who have met a minimum qualification standard, while currently employed educational interpreters, who have been diligently working to upgrade their interpreting skills, will be provided with additional time to become qualified.

Subdivision (b)(2) requires that educational interpreters meet a higher level of qualification by July 1, 2008.

Subdivision (b)(3) requires that educational interpreters be qualified.

Subdivision (c) adds a definition of "educational interpreting". This is added to the regulation to clarify for the field which personnel must meet the qualification standard.

Section 3065

The requirements in section 3065 have been reorganized and renumbered to distinguish between educational interpreting services for pupils who are deaf or hard of hearing and transcribing services for students who are visually impaired. Section 3065 pertains to qualification standards for personnel employed by nonpublic schools and agencies.

Subdivision 3065(t) – renumbered to subdivision (h). This subdivision provides a definition of "educational interpreter" consistent with the definition in proposed subdivision 3051.16(c).

Subdivision 3065(t)(1)(A-C) – renumbered to (h)(1)(A-C). This subdivision defines the qualification standards for educational interpreters consistent with the proposed requirements in subdivision 3051.16(b)(1-3).

Subdivision 3065(v) replaces former subdivision 3065(t)(2). This subdivision moves the qualification standard for transcribers for pupils who are visually impaired. This standard was previously combined with the qualification standard for educational interpreters for pupils who are deaf or hard of hearing.

Subdivision 3065(w) replaces subdivision 3065(v).

Subdivision 3065(x) replaces subdivision 3065(w).

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

CDE considered the following information in making its recommendation to the SBE:

- Recommendations from the 1988 report of the Commission on Education of the Deaf to the United States Congress

- Recommendations of the 1989 National Task Force on Educational Interpreting

- Recommendations from the 1994 Deaf and Hard of Hearing Students Educational Service Guidelines from the National Association of State Directors of Special Education

- California Department of Education Educational Interpreter Workgroup (August 2, 2006) [Requirements for interpreters in other states (page 20) and information and test results data provided by the testing agencies (page 22)]

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

No other alternatives were presented or considered by the SBE. These regulatory standards must be implemented to clarify the current regulatory language, and to ensure that all deaf and hard of hearing children receive comparable and acceptable levels of access to classroom instruction.

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

The SBE 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 SMALL BUSINESS

While some local educational agencies contract with small businesses (agencies) to provide educational interpreting services, those small businesses must ensure that pupils who are deaf or hard of hearing receive quality services. There is no evidence that local educational agencies will change this practice as a result of these regulations.

10-11-06 [California Department of Education]

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 3. Handicapped Children

Subchapter 1. Special Education

Article 5. Implementation (Program Components)

§ 3051.16. Specialized Services for Low-Incidence Disabilities.

(a) Specialized Services for low-incidence disabilities may include:

(1) Specially designed instruction related to the unique needs of pupils with low-incidence disabilities provided by teachers credentialed pursuant to Education Code section 44265.

(2) Specialized services related to the unique needs of pupils with low-incidence disabilities provided by qualified individuals such as interpreters, notetakers, readers, transcribers, and other individuals who provide specialized materials and equipment.

(b) Certification requirements for educational interpreters for deaf and hard of hearing pupils.

(1) ~~Any educational interpreter for deaf and hard of hearing pupils employed as of January 1, 2007, must be certified by the Registry of Interpreters for the Deaf (RID) or equivalent, or if providing cued speech interpreting services, by any certifying body recognized by the National Cued Speech Association (NCSA).~~ By July 1, 2007, an educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID), or have achieved a score of 3.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter (ESSE-I), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment. If providing Cued Language transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 3.0 or above on the EIPA – Cued Speech.

(2) By July 1, 2008, an educational interpreter shall be certified by the national RID, or have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.5 or above on the EIPA – Cued

Speech.

(3) By July 1, 2009, an educational interpreter shall be certified by the national RID, or have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech.

(c) "An educational interpreter" provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's Individualized Educational Program (IEP).

NOTE: Authority cited: Section 56100(a) and (i), Education Code. Reference: Section 56363, Education Code; and Section ~~300.23~~ 300.34 and 300.156 (b)(1), Title 34, Code of Federal Regulations.

Article 6. Nonpublic, Nonsectarian School and Agency Services

Amend section 3065 and renumber subdivisions (h) – (w) to read:

§ 3065. Staff Qualifications - Related Services including Designated Instruction and Services.

…

(h)~~(t)~~ ~~Specialized~~ An "educational ~~interpreting~~ interpreter" ~~or transcribing services for pupils with low incidence disabilities~~ provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's IEP. ~~shall be provided only by the following personnel:~~

(1) Interpreters for deaf and hard of hearing pupils shall ~~possess certification issued by the Registry of Interpreters for the Deaf or equivalent, or if providing cued speech services, by any certifying body recognized by the National Cued Speech Association; and~~ meet the following qualification standards:

(A) By July 1, 2007, an educational interpreter shall be certified by the national RID, or have achieved a score of 3.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI

assessment. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.0 or above on the EIPA – Cued Speech.

(B) By July 1, 2008, an educational interpreter shall be certified by the national RID, or have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.5 or above on the EIPA – Cued Speech

(C) By July 1, 2009, an educational interpreter shall be certified by the national RID, or have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech; ~~and~~

(i)~~(h)~~(1) "Health and nursing services" means: …

(j)~~(i)~~(1) "Home and hospital services" means…

(k)~~(j)~~(1) "Language and speech development and remediation" means…

(l)~~(k)~~(1) "Occupational therapy" means…

(m)~~(l)~~(1) "Orientation and mobility instruction" means…

(n)~~(m)~~(1) "Parent counseling and training" means…

(o)~~(n)~~(1) "Physical therapy" means…

(p)~~(o)~~(1) "Psychological services" means…

(q)~~(p)~~(1) "Recreation services" means…

(r)~~(q)~~(1) "Social worker services" means…

(s)~~(r)~~(1) "Specialized driver training instruction" means…

(t)~~(s)~~(1) "Specially designed vocational education and career development" means…

(u)(1) "Specialized services for low-incidence disabilities" means…

(v)~~(2)~~ Transcribers for visually impaired pupils shall have a certificate issued by the Library of Congress as a Braille Transcriber.

(w)~~(v)~~(1) "Vision services" means…

(x)~~(w)~~ Other designated instruction and services not identified in this section shall

only be provided by staff who possess a license issued by a licensing agency with the Department of Consumer Affairs authorizing the licensee to provide the specific service or possess a credential authorizing the service or is qualified to provide the service.

NOTE: Authority cited: Sections 33031, 56100 and 56366(e), Education Code. Reference: Section 17505.2, Business and Professions Code; Section 56366.1, Education Code; and Sections ~~300.136 and 300.23~~ 300.34 and 300.156 (b)(1), Title 34, Code of Federal Regulations.

10-11-06 [California Department of Education]

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 7, 2006

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

FROM: William Ellerbee, Deputy Superintendent
School and District Operations Branch

RE: Item No. 45

SUBJECT: Educational Interpreters for Pupils Who are Deaf or Hard of Hearing – Approve Commencement of the Rulemaking Process for Amendments to *California Code of Regulations*, Title 5, Section 3051.16 and Section 3065

These proposed regulations have been amended to address concerns raised by the Fiscal and Administrative Services Division's Fiscal Impact Statement.

Attachment 1: Initial Statement of Reasons (6 Pages)

Attachment 2: Proposed Regulations: Educational Interpreters for Pupils Who are Deaf or Hard of Hearing (4 Pages)

Attachment 3: Fiscal Impact Statement (4 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

INITIAL STATEMENT OF REASONS
Educational Interpreters

SECTION 3051.16. Specialized Services for Low-Incidence Disabilities
SECTION 3065. Staff Qualifications – Related Services including Designated Instruction and Services

SPECIFIC PURPOSE OF THE REGULATIONS

The proposed regulations will define "qualified personnel" to provide educational interpreter services for deaf and hard of hearing pupils in California public schools and in nonpublic schools and agencies. The proposed regulations are the State Board of Education's (SBE) standards for providing designated instruction and services to deaf and hard of hearing pupils in California public schools and nonpublic schools and agencies, consistent with the Individuals with Disabilities Education Improvement Act (IDEA) requirement that interpreters in the schools meet state-approved or –recognized certification, licensing, registration, or other comparable requirements, as defined in the Code of Federal Regulations, section 301.136(a)(4). The proposed regulations will clarify existing regulations to ensure that all deaf and hard of hearing children receive comparable and acceptable levels of access to classroom instruction.

The proposed regulations will require the following:

- Beginning July 1, 2007, an educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID); have achieved a score of 3.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter (ESSE-I), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment, or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 3.0 or above on the EIPA – Cued Speech, or have met comparable requirements.
- Beginning July 1, 2008, an educational interpreter shall be certified by the national RID; have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment, or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.5 or above on the EIPA – Cued Speech, or have met comparable requirements.
- Beginning July 1, 2009, an educational interpreter shall be certified by the national RID; have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment, or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech, or have met comparable requirements.

The proposed regulations define an educational interpreter as a person who provides communication facilitation between students who are deaf or hard of hearing, and

others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's Individualized Educational Program (IEP).

These qualification standards apply to any person providing educational interpreting services, whether full-time, part-time, or as a substitute, and regardless of whether the person providing interpreting services is an employee of the local educational agency (LEA) or is employed on a contractual basis.

NECESSITY/RATIONALE

Current regulations (5 CCR 3051.16 and 5 CCR 3065) require that, beginning January 1, 2007, educational interpreters must be certified by the national RID or equivalent, or if providing Cued Speech interpretation, be certified by any certifying body recognized by the National Cued Speech Association (NCSA).

The proposed new regulations are necessary to clarify the current regulatory language. The current requirement that educational interpreters be RID certified "or equivalent" does not provide local educational agencies with clear and adequate guidance in determining what other state-recognized certifications or assessments can be used to objectively and reliably demonstrate interpreter competence.

The proposed regulations address concerns from the field that, despite having five years to prepare for the implementation of the regulatory standard, there are not enough qualified interpreters in California to meet the needs of our state's students who are deaf or hard of hearing. The proposed regulations also add a definition of "educational interpreting".

The current regulations were approved by the SBE in May, 2002. Subsequent to the approval of these regulations, the State Budget allocated $1,000,000 in funding, over a three year period, for assessment and training of educational interpreters. Of this funding, $250,000 was provided for the development of a two-year distance learning program for educational interpreters from rural and remote areas. Twenty (20) educational interpreters completed that program in June, 2006, and are awaiting final assessment results. The additional $750,000 was distributed by the California Department Education (CDE), through competitive grants, to local educational agencies, to provide local training and assessment. A total of 814 educational interpreters were provided the opportunity to participate in training and assessment during this three year period.

There are four state or nationally recognized assessments of interpreter skills. Those assessments include the following:

1. Registry of Interpreters for the Deaf (RID)
2. National Association of the Deaf (NAD)/American Consortium of Certified Interpreters (ACCI)*
3. Educational Interpreter Performance Assessment (EIPA)

4. Educational Sign Skills Evaluation – Interpreter (ESSE-I)

*This assessment is no longer available, but some currently employed interpreters have taken this assessment.

The developers of the EIPA provide the following description of a Level 3 or intermediate interpreter:

> "Demonstrates knowledge of basic vocabulary, but will lack vocabulary for more technical, complex, or academic topics. Individual is able to sign in a fairly consistent manner using some consistent prosody, but pacing is still slow with infrequent pauses for vocabulary or complex structures. Sign production may show some errors but generally will not interfere with communication. Grammatical production may still be incorrect, especially for complex structures, but is in general, intact for routine and simple language. Comprehends signed messages but may need repetition and assistance. Voiced translation often lacks depth and subtleties of the original message. An individual at this level would be able to communicate very basic classroom content, but may incorrectly interpret complex information resulting in a message that is not always clear. An interpreter at this level needs continued supervision and should be required to participate in continued education in interpreting." (http://www.classroominterpreting.com)

A Level 4 or advanced intermediate interpreter possesses the following skills:

> "Demonstrates broad use of vocabulary with sign production that is generally correct. Demonstrates good strategies for conveying information when a specific sign is not in their vocabulary. Grammatical constructions are generally clear and consistent, but complex information may still pose occasional problems. Prosody is good, with appropriate facial expression most of the time. May still have difficulty with the use of facial expression in complex sentences and adverbial non-manual markers. Fluency may deteriorate when rate or complexity of communication increases. Uses space consistently most of the time, but complex constructions or extended use of discourse cohesion may still pose problems. Comprehension of most signed messages at a normal rate is good but translation may lack some complexity of the original message.
>
> An individual at this level would be able to convey much of the classroom content but may have difficulty with complex topics or rapid turn-taking." (http://www.classroominterpreting.com)

While deaf and hard of hearing children clearly need and deserve interpreters who are able to provide interpretation at an advanced intermediate level or better, there is concern that not enough of California's currently employed interpreters have achieved this level of skill, despite the ongoing training that has been provided during the past few years. According to the California Special Education Management Information System (CASEMIS), there are 876 educational interpreters in California. According to data reported by the testing agencies, 726 of those interpreters (82%) have achieved RID

certification or a skill level of 3.0 or above on one of the other assessments. However, only 267 of those interpreters (32%) have achieved RID certification or a score of 4.0 or above on one of the other three assessments. Thus, the regulations have been developed in a way to allow currently working educational interpreters more time to become qualified.

To assist in the development of the new regulations, CDE convened an Educational Interpreters Workgroup comprised of representatives from the following organizations:

- Registry of Interpreters for the Deaf
- Conference of Interpreter Trainers
- Educational Sign Skill Evaluation (SEE Center)
- Educational Interpreter Performance Assessment (Boystown National Research Center)
- National Cued Speech Association
- California Educators of the Deaf and Hard of Hearing
- IMPACT (parents of deaf and hard of hearing children)
- California Coalition of Agencies Serving the Deaf and Hard of Hearing
- Special Education Local Plan Area Directors
- Special Education Administrators of County Offices
- Association of California School Administrators
- California School Boards Association
- California School Employees Association

The workgroup considered the following information in making its recommendation to CDE:

- Recommendations from the 1988 report of the Commission on Education of the Deaf to the United States Congress
- Recommendations of the 1989 National Task Force on Educational Interpreting
- Recommendations from the 1994 Deaf and Hard of Hearing Students Educational Service Guidelines from the National Association of State Directors of Special Education
- Requirements for interpreters in other states
- Information and test results data provided by the testing agencies

The rationale for each specific regulation follows by section and subdivision.

Section 3051.16

The requirements in section 3051.16 have been reorganized to provide clarity to the qualification standards for educational interpreters. The general requirements for specialized services for low-incidence disabilities are in subdivision (a). The requirements for educational interpreters for pupils who are deaf or hard of hearing are in subdivision (b).

Subdivision (b) provides the standards for personnel providing educational interpreting services for deaf and hard of hearing pupils, as required by *Education Code section* 56363. These are the State's standards for educational interpreters, as required by Title 34, Code of Federal Regulations, section 300.34 and section 300.156 (b)(1).

Subdivision (b)(1) changes the implementation date of the qualification standard for educational interpreters to July 1, 2007, and requires that educational interpreters meet a minimum qualification standard by that date. By delaying the effective date of the regulation to the beginning of the 2007-08 school year, local educational agencies may avoid the potential necessity to replace educational interpreters who have not met the minimum qualification standard in the middle of the school year. This subsection will provide assurance to deaf and hard of hearing students that they will be provided with services by interpreters who have met a minimum qualification standard, while currently employed educational interpreters, who have been diligently working to upgrade their interpreting skills, will be provided with additional time to become qualified.

Subdivision (b)(2) requires that educational interpreters meet a higher level of qualification by July 1, 2008.

Subdivision (b)(3) requires that educational interpreters be qualified.

Subdivision (c) adds a definition of "educational interpreting". This is added to the regulation to clarify for the field which personnel must meet the qualification standard.

Section 3065

The requirements in section 3065 have been reorganized and renumbered to distinguish between educational interpreting services for pupils who are deaf or hard of hearing and transcribing services for students who are visually impaired. Section 3065 pertains to qualification standards for personnel employed by nonpublic schools and agencies.

Subdivision 3065(t) – renumbered to subdivision (h). This subdivision provides a definition of "educational interpreter" consistent with the definition in proposed subdivision 3051.16(c).

Subdivision 3065(t)(1)(A-C) – renumbered to (h)(1)(A-C). This subdivision defines the qualification standards for educational interpreters consistent with the proposed requirements in subdivision 3051.16(b)(1-3).

Subdivision 3065(v) replaces former subdivision 3065(t)(2). This subdivision moves the qualification standard for transcribers for pupils who are visually impaired. This standard was previously combined with the qualification standard for educational interpreters for pupils who are deaf or hard of hearing.

Subdivision 3065(w) replaces subdivision 3065(v).

Subdivision 3065(x) replaces subdivision 3065(w).

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

CDE considered the following information in making its recommendation to the SBE:

- Recommendations from the 1988 report of the Commission on Education of the Deaf to the United States Congress
- Recommendations of the 1989 National Task Force on Educational Interpreting
- Recommendations from the 1994 Deaf and Hard of Hearing Students Educational Service Guidelines from the National Association of State Directors of Special Education
- CDE Educational Interpreter Workgroup (August 2, 2006) [Requirements for interpreters in other states (page 20) and information and test results data provided by the testing agencies (page 22)]

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

No other alternatives were presented or considered by the SBE. These regulatory standards must be implemented to clarify the current regulatory language, to assist local educational agencies in determining which assessments of interpreting skills are valid and reliable, and to ensure that all deaf and hard of hearing children receive comparable and acceptable levels of access to classroom instruction.

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

The SBE 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 SMALL BUSINESS

While some local educational agencies contract with small businesses (agencies) to provide educational interpreting services, those small businesses must ensure that pupils who are deaf or hard of hearing receive quality services. There is no evidence that local educational agencies will change this practice as a result of these regulations.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 3. Handicapped Children

Subchapter 1. Special Education

Article 5. Implementation (Program Components)

§ 3051.16. Specialized Services for Low-Incidence Disabilities.

(a) Specialized Services for low-incidence disabilities may include:

(1) Specially designed instruction related to the unique needs of pupils with low-incidence disabilities provided by teachers credentialed pursuant to Education Code section 44265.

(2) Specialized services related to the unique needs of pupils with low-incidence disabilities provided by qualified individuals such as interpreters, notetakers, readers, transcribers, and other individuals who provide specialized materials and equipment.

(b) Certification requirements for educational interpreters for deaf and hard of hearing pupils.

(1) ~~Any educational interpreter for deaf and hard of hearing pupils employed as of January 1, 2007, must be certified by the Registry of Interpreters for the Deaf (RID) or equivalent, or if providing cued speech interpreting services, by any certifying body recognized by the National Cued Speech Association (NCSA).~~ By July 1, 2007, an educational interpreter shall be certified by the national Registry of Interpreters for the Deaf (RID); have achieved a score of 3.0 or above on the Educational Interpreter Performance Assessment (EIPA), the Educational Sign Skills Evaluation-Interpreter (ESSE-I), or the National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) assessment; or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess Testing/Evaluation and Certification Unit (TECUnit) certification, or have achieved a score of 3.0 or above on the EIPA – Cued Speech or have met comparable requirements.

(2) By July 1, 2008, an educational interpreter shall be certified by the national RID; have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a

score of 3.5 or above on the EIPA – Cued Speech or have met comparable requirements.

(3) By July 1, 2009, an educational interpreter shall be certified by the national RID; have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech or have met comparable requirements.

(c) An "educational interpreter" provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's Individualized Educational Program (IEP).

NOTE: Authority cited: Section 56100(a) and (i), Education Code. Reference: Section 56363, Education Code; and Section ~~300.23~~ 300.34 and 300.156 (b)(1), Title 34, Code of Federal Regulations.

Article 6. Nonpublic, Nonsectarian School and Agency Services

Amend section 3065 and renumber subdivisions (h) – (w) to read:

§ 3065. Staff Qualifications - Related Services including Designated Instruction and Services.

…

(h)~~(t)~~ ~~Specialized~~ An "educational ~~interpreting~~ interpreter" ~~or transcribing services for pupils with low incidence disabilities~~ provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school related activities, including extracurricular activities, as designated in a student's IEP. ~~shall be provided only by the following personnel:~~

(1) Interpreters for deaf and hard of hearing pupils shall ~~possess certification issued by the Registry of Interpreters for the Deaf or equivalent, or if providing cued speech services, by any certifying body recognized by the National Cued Speech Association; and~~ meet the following qualification standards:

(A) By July 1, 2007, an educational interpreter shall be certified by the national RID; have achieved a score of 3.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI

assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.0 or above on the EIPA – Cued Speech or have met comparable requirements.

(B) By July 1, 2008, an educational interpreter shall be certified by the national RID; have achieved a score of 3.5 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 3.5 or above on the EIPA – Cued Speech or have met comparable requirements.

(C) By July 1, 2009, an educational interpreter shall be certified by the national RID; have achieved a score of 4.0 or above on the EIPA, the ESSE-I, or the NAD/ACCI assessment or have met comparable requirements. If providing Cued Language transliteration, a transliterator shall possess TECUnit certification, or have achieved a score of 4.0 or above on the EIPA – Cued Speech or have met comparable requirements; ~~and~~

(i)~~(h)~~(1) "Health and nursing services" means: …

(j)~~(i)~~(1) "Home and hospital services" means…

(k)~~(j)~~(1) "Language and speech development and remediation" means…

(l)~~(k)~~(1) "Occupational therapy" means…

(m)~~(l)~~(1) "Orientation and mobility instruction" means…

(n)~~(m)~~(1) "Parent counseling and training" means…

(o)~~(n)~~(1) "Physical therapy" means…

(p)~~(o)~~(1) "Psychological services" means…

(q)~~(p)~~(1) "Recreation services" means…

(r)~~(q)~~(1) "Social worker services" means…

(s)~~(r)~~(1) "Specialized driver training instruction" means…

(t)~~(s)~~(1) "Specially designed vocational education and career development" means…

(u)(1) "Specialized services for low-incidence disabilities" means…

(v)~~(2)~~ Transcribers for visually impaired pupils shall have a certificate issued by the Library of Congress as a Braille Transcriber.

(w)~~(v)~~(1) "Vision services" means…

(x)~~(w)~~ Other designated instruction and services not identified in this section shall only be provided by staff who possess a license issued by a licensing agency with the Department of Consumer Affairs authorizing the licensee to provide the specific service or possess a credential authorizing the service or is qualified to provide the service.

NOTE: Authority cited: Sections 33031, 56100 and 56366(e), Education Code. Reference: Section 17505.2, Business and Professions Code; Section 56366.1, Education Code; and Sections ~~300.136 and 300.23~~ 300.34 and 300.156 (b)(1), Title 34, Code of Federal Regulations.

11-6-06 [California Department of Education]

ITEM # 46

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
Appointments 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 of Public Instruction. The ACCS 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 representatives of charter schools (2 positions), parents or guardians, and a county superintendent of schools. It is anticipated that the State Board's Screening Committee will recommend individuals for appointment to positions on the ACCS.

FISCAL ANALYSIS (AS APPROPRIATE)

N/A

ATTACHMENT(S)

A last minute memorandum will provide information about the individuals recommended for appointment to the ACCS.

ITEM # 47

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
State Board of Education-Approved Charter Schools: Update	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) receive an oral update on the SBE-approved charter schools and take action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Currently, eight individual charter schools are operating under the SBE's authorization as summarized on the table below.

Charter School Name	Approval Date	Opening Date	Renewal Date
Ridgecrest Charter School (Kern County)	Dec 2000	Sep 2001	Mar 2009
Edison Charter Academy (San Francisco)[1]	Jul 2001	Aug 2001	Jun 2011
New West Charter Middle School (Los Angeles)[2]	Dec 2001	Sep 2003	Jun 2007
Animo Inglewood Charter High School	Dec 2001	Sep 2002	Jun 2010
School of Arts and Enterprise (Pomona)	Sep 2002	Sep 2003	Jun 2011
Livermore Valley Charter School	Nov 2004	Sep 2005	Jun 2008
Leadership Public Schools-Hayward	Mar 2005	Sep 2005	Mar 2008
High Tech High-Bayshore[3]	Jan 2006	Sep 2005	Jun 2011

[1] Approved by the San Francisco Unified School District, but the SBE became the authorizer at the time of first renewal.
[2] Initially scheduled to open in September 2002, but granted two one-year extensions.
[3] Approved by San Mateo County Office of Education for one year only. The SBE renewed the charter and assumed oversight effective July 1, 2006.

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

Since January 1994, the SBE and the State Superintendent of Public Instruction (SSPI) have jointly approved eight all-charter districts that include a total of 15 schools, as summarized on the table below.

District Name (County)	Approval Date	Renewal Date
Pioneer Union Elementary School District (Kings)	Jan 1994	May 2009
Kingsburg Union Elementary School District (Fresno)	May 1996	Jun 2011
Delta View Joint Union Elementary School District (Kings)	Jun 1999	May 2009
Hickman Community Charter District (Stanislaus)	Jul 1994	Jan 2010
Alvina Elementary Charter School District (Fresno)	Jul 2000	May 2010
Island Union Elementary School District (Kings)	Oct 2000	May 2010
Kings River-Hardwick School District (Kings)	May 2001	May 2009
Jacoby Creek Charter School District (Humboldt)	Jun 2002	Jan 2009

In January 2006, the SBE approved the first statewide benefit charter school which plans to begin operating two schools in 2007 and may include as many as ten schools by 2012.

Statewide Benefit Charter School Name	Approval Date	Opening Date	Renewal Date
High Tech High	Jan 2006	Sep 2007	Jun 2012

SUMMARY OF KEY ISSUES

Pursuant to *Education Code* (*EC*) Section 47605(j), a charter school petition (in most cases) must first be denied by both a local school district and a county office of education before it may be presented to the SBE on appeal.

EC Section 47605.8 allows a charter school petitioner to submit a petition directly to the SBE for the operation of a statewide benefit charter school that may operate at multiple sites throughout the state. The SBE may not approve the petition for a statewide benefit charter school unless it finds that the charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district or only one county.

As the charter authorizer, the SBE has monitoring responsibilities for its charter schools. The CDE Charter Schools Division staff monitors the charter schools on the SBE's behalf and provides periodic reports on the charter schools. As a result of the passage of Assembly Bill (AB) 1137 (Chapter 892, Statutes of 2003), the oversight responsibilities of authorizing entities, including the SBE, have been more clearly defined (*EC* Section 47604.32). All authorizing entities are required to identify a contact person, visit the charter school annually, ensure compliance with all reporting requirements, monitor the fiscal condition, and provide notification regarding renewal, revocation, or ceasing of operations.

SUMMARY OF KEY ISSUES (Cont.)

AB 1137 also amended *EC* Section 47607 pertaining to the renewal or revocation of charters including the addition of performance criteria to be met prior to receiving a charter renewal. The law provides that the cost of performing these duties shall be funded with supervisory oversight fees collected pursuant to *EC* Section 47613 (an amount not to exceed one percent of the school's general purpose and categorical program revenue in most cases).

There are currently two staff in the Charter Schools Division assigned to oversee the eight SBE-approved charter schools currently operating, the eight all-charter districts, and the one statewide benefit charter. Assigned staff make periodic site visits to the SBE-authorized charter schools and all-charter districts.

For charter schools authorized by the SBE on appeal, *EC* Section 47605(k)(1) currently provides that the SBE may, by mutual agreement, designate its supervisory and oversight responsibilities to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition (although this has never been done). Similarly, for statewide benefit charters, *EC* Section 47605.8(c) provides, as a condition of approval, that the SBE may enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report on the operations of the charter school.

With regard to all-charter districts (which are established by joint approval of the SBE and the SSPI), county offices of education currently provide a significant amount of assistance and oversight under AB 1200 (Chapter 1213, Statutes of 1991). Unlike the two types of SBE-approved charters, there is no specific provision for contracting or designating by agreement the oversight responsibility for all-charter districts.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no specific action requested under this item, so no fiscal impact can be identified.

ATTACHMENT(S)

None

ITEM # 48

CALIFORNIA STATE BOARD OF EDUCATION

November 2006 AGENDA

SUBJECT	
Charter School Closure Procedures: Approve Commencement of the Rulemaking Process for Additions to Title 5, Sections 11962 and 11962.1.	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the proposed regulations, the Initial Statement of Reasons, and the Notice of Proposed Rulemaking, and direct staff to commence the rulemaking process.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has not previously considered the issue of regulations for charter school closure procedures.

SUMMARY OF KEY ISSUES

Existing law (*EC* Sections 47605 and 47605.6) authorizes the establishment of a charter school upon approval of a charter petition that meets specified requirements of law, which includes the provision of a reasonably comprehensive description of 16 required elements. Among the required elements of a charter petition is a requirement for a reasonably comprehensive description of the procedures to be used if the charter school closes (*EC* Sections 47605(b)(5)(P) and 47605.6(b)(5)(Q)). Other than to require that these procedures ensure a final audit of the school to determine the disposition of school assets and liabilities, and for the maintenance and transfer of pupil records, further guidance is lacking with respect to what should appropriately be included in a "reasonably comprehensive" description of closure procedures.

Recent closures of charter schools with inadequate planning and preparation for possible school closures have resulted in chaotic conditions for staff and students. These closures have often also resulted in the loss of pupil records and transcripts, loss of personnel records, failure to pay teachers and/or make payments to staff retirement programs such as the State Teachers Retirement System and the Public Employees Retirement System, etc.

Hence, CDE is proposing the adoption of regulations that will:

- Define the term “procedures” as used in *EC* sections 47605(b)(5)(P) and 47605.6(b)(5)(Q); and
- Add definitions related to the duties of a chartering authority.

The draft regulations were presented to the Advisory Commission on Charter Schools (ACCS) and unanimously approved to go to the November SBE meeting to request approval to start the public hearing process.

FISCAL ANALYSIS (AS APPROPRIATE)

Fiscal analysis will be provided as a last-minute memorandum.

ATTACHMENT(S)

Attachment 1: Initial Statement of Reasons (3 pages)

Attachment 2: Title 5. EDUCATION. California State Board of Education Notice of Proposed Rulemaking, Charter Schools (4 pages).

Attachment 3: Title 5. EDUCATION. Division 1. California Department of Education. Subchapter 19 Charter Schools, Article 1.2 Closure Procedures (3 pages)

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 CALIFORNIA CODE OF REGULATIONS, TITLE 5
REGARDING CHARTER SCHOOL CLOSURES

[Notice published November 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 **9:00 a.m. on January 4, 2007**, 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 regcomments@cde.ca.gov. Comments must be received by the Regulations Coordinator prior to **5:00 p.m. on January 4, 2007**.

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 47604.32 and 47607, Education Code.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Education Code section 47605 authorizes the establishment of a charter school upon approval of a charter petition that meets specified requirements of law, which includes the provision of a reasonably comprehensive description of 16 required elements. Among the required elements of a charter petition is a requirement for a reasonably comprehensive description of the procedures to be used if the charter school closes (Education Code sections 47605(b)(5)(P) and 47605.6(b)(5)(Q)).

Other than a general requirement that these procedures ensure a final audit of the school to determine the disposition of school assets and liabilities, and the maintenance and transfer of pupil records, guidance is lacking with respect to what should appropriately be included in a “reasonably comprehensive” description of closure procedures. The proposed regulations would provide clarity to charter school petitioners and chartering authorities as they work to develop a reasonably comprehensive description of closure procedures to be implemented in the event of the charter school’s closure.

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 they relate only to nonpublic nonsectarian schools 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 as 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:

Deborah Probst, Education Programs Consultant
Charter Schools Division
California Department of Education
1430 N Street, Room 5401

Sacramento, CA 95814
Telephone: (916) 445-1014
E-mail: dprobst@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 Deborah Probst, Charter Schools Division, 1430 N Street, Sacramento, CA, 95814; telephone, (916) 445-1014. It is recommended that assistance be requested at least two weeks prior to the hearing.

Initial Statement of Reasons
Charter School Closures

SECTION 11962. DEFINITION OF PROCEDURES FOR SCHOOL CLOSURE
SECTION 11962.1. DEFINITIONS RELATED TO THE DUTIES OF A CHARTERING AGENCY

SPECIFIC PURPOSE OF THE REGULATION

The proposed regulations will define the term "procedures" as used in *Education* Code *(EC)* sections 47605(b)(5)(P) and 47605.6(b)(5)(Q), and add definitions related to the duties of a chartering authority as used in sections 47604.32.

NECESSITY/RATIONALE

Existing law (*EC* sections 47605 and 47605.6) authorizes the establishment of a charter school upon approval of a charter petition that meets specified requirements of law, which includes the provision of a reasonably comprehensive description of 16 required elements. Among the required elements of a charter petition is a requirement for a reasonably comprehensive description of the procedures to be used if the charter school closes (*EC* sections 47605(b)(5)(P) and 47605.6(b)(5)(Q)). Other than to require that these procedures ensure a final audit of the school to determine the disposition of school assets and liabilities, and for the maintenance and transfer of pupil records, further guidance is lacking with respect to what should appropriately be included in a "reasonably comprehensive" description of closure procedures.

Specifically, regulations are proposed to:

- Define the term "procedures" as used in *EC* sections 47605(b)(5)(P) and 47605.6(b)(5)(Q); and
- Add definitions related to the duties of a chartering authority.

The proposed regulation section 11962 defines "procedures" as used in *EC* sections 47605(b)(5)(P) and 47605.6(b)(5)(Q). Specifically, a reasonably comprehensive description of closure procedures, under these regulations, would designate a responsible entity to conduct closure-related activities, specify the parties that need to be notified as well as the minimum information that should be included in such notification when a charter school closes, designate the transfer and maintenance of all pupil records to the responsible entity named above (or an alternate entity named in the procedures), specify that personnel records must be transferred and maintained in accordance with applicable law, clarify the terms of the required final audit (and that it may also serve as the annual audit required under EC sections 47605(b)(5)(I) and 47605.6(b)(5)(I)), and identify funding for the activities described in the school's proposed closure procedures, which may include but is not limited to any reserve that the school would normally maintain for contingencies and emergencies.

The proposed regulation section 11962.1 defines the terms “notification” and “timely” as used in *EC* section 47604.32, and specifies that the term “pupil records” has the same meaning as that of *EC* section 49061(b), while the term “personnel records” has the same meaning as that of *Labor Code* section 1198.5.

Recent closures of charter schools where inadequate planning and preparation had been given on how to handle school closure have resulted in thousands of students displaced by mid-year closures or a failure by either the school or the chartering authority to notify families of a school’s closure in time to allow for other arrangements to be made prior to the start of a new school year. The chaos that often accompanies these closures, particularly in the case of revocation where relationships between the charter school and its chartering entity are usually very poor, has also resulted in the loss of pupil records and transcripts, loss of personnel records, failure to pay teachers and/or make payments to staff retirement programs such as the State Teachers Retirement System and the Public Employees Retirement System, etc.. The State Board of Education (State Board) has determined that the proposed regulations 11962 and 11962.1 are necessary to provide clarity to charter school petitioners and local educational agency authorizers as they work to develop reasonably comprehensive descriptions of closure procedures that the school would implement if/when the charter school closes, regardless of the circumstances of such closure (voluntary relinquishment of the charter, non-renewal, or revocation). This clarity is especially important early in the chartering and operational phases, before relationships have devolved to the point where agreement cannot be reached.

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

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 apply to charter schools and their granting agencies (school district governing boards, county boards of education, and the State Board).

Title 5. EDUCATION

Division 1. California Department of Education

Subchapter 19. Charter Schools

Article 1.2. Closure Procedures

§ 11962. Definition of procedures for school closure.

As used in Education Code sections 47605(b)(5)(P) and 47605.6(b)(5)(Q), "procedures" means, at a minimum, each of the following:

(a) Designation of a responsible entity to conduct closure-related activities.

(b) Notification of the closure of the charter school to parents (guardians) of pupils, the authorizing entity, the county office of education (unless the county board of education is the authorizing entity), the special education local plan area in which the school participates, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education, providing at least the following:

(1) The effective date of the closure;

(2) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;

(3) The pupils' school districts of residence; and

(4) The manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

(c) Provision of a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, to the responsible entity designated in subdivision (a).

(d) Transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated in subdivision (a), except for records and/or assessment results that the charter may require to be transferred to a different entity.

(e) Transfer and maintenance of personnel records in accordance with applicable law.

(f) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit, and that includes at least the following:

(1) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and supplies.

(2) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.

(3) An assessment of the disposition of any restricted funds received by or due to the charter school.

(g) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

(1) The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.

(2) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

(h) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.

(i) Identification of funding for the activities identified in subdivisions (a) through (h), which may be (or may be included within) any reserve the school normally maintains for contingencies and emergencies.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 47607, Education Code.

§ 11962.1. Definitions Related to the Duties of a Chartering Authority.

(a) “Notification” as used in Education Code section 47604.32(e) means the transmission to the California Department of Education of at least the following:

(1) A description of the circumstances of the closure;

(2) The effective date of the closure; and

(3) The location of pupil records and personnel records.

(b) "Personnel records" as used in subdivision (a) means any records the charter school has relevant to its employees, including, but not limited to, records related to performance and grievance as specified in Labor Code section 1198.5.

(c) "Pupil records" as used in subdivision (a) has the same meaning as per Education Code section 49061(b).

(d) "Timely" as used in Education Code section 47604.32(d) means receipt of the evidence transmitted pursuant to subdivision (a) within ten calendar days of the official action taken by the chartering authority.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 47604.32 and 47607, Education Code.

9-27-06 [California Department of Education]

State of California **Department of Education**

LAST MINUTE MEMORANDUM

DATE: November 7, 2006

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

FROM: William Ellerbee, Deputy Superintendent
School and District Operations Branch

RE: Item No. 48

SUBJECT: Charter School Closure Procedures: Approve Commencement of the Rulemaking Process for Additions to Title 5, Sections 11962 and 11962.1.

Attached for the Board's review is the Economic and Fiscal Impact Statement for the proposed regulatory amendments related to Charter School Closures procedures.

Attachment 1: Economic and Fiscal Impact Statement (4 Pages) (This attachment is not available for Web viewing. A printed copy is available for viewing in the State Board of Education office.)

ITEM #49

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

SUBJECT	
New West Charter Middle School: Fiscal Recovery Plan	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends the State Board of Education (SBE) direct CDE staff in collaboration with New West Charter Middle School (New West) to finalize and implement a fiscal recovery plan for the school responding to the matters identified in the Notice of Concern dated September 18, 2006.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE approved the New West charter petition in December 2001, 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.

In December 2005, the FCMAT audit was released with numerous findings and recommendations regarding the lack of consistent exercise of internal controls. The audit also found that New West had made some progress in correcting fiscal and organizational deficiencies since the limited-scope review conducted by A&I. This finding was supported by New West's annual independent audit.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION (Cont)

In January 2006, the SBE extended the initial approval period for the school's charter by one year (2006-07) to June 30, 2007, to allow New West time to implement the audit recommendations before the school would be required to seek renewal of its charter.

SUMMARY OF KEY ISSUES

In September 2006, the CDE was contacted by LACOE staff concerning New West's financial situation. The school's payroll could not be met unless LACOE staff released funds needed for unpaid obligations to the Public Employees Retirement System (PERS) and the State Teachers Retirement System (STRS). The CDE was informed that the school had not paid PERS/STRS obligations for the entire 2004-05 fiscal year and for nine months of 2005-06. Subsequent phone conversations with New West staff revealed information about other debts to the Internal Revenue Service (IRS), the Employment Development Department (EDD), and public and private lenders.

A combination of tightly controlled releases of state apportionments by LACOE staff, plus fundraising efforts by New West, have bridged the school through immediate cash-flow problems. However, in response to the information regarding New West's accumulated debts, the CDE sent a "Notice of Concern" to the school in September 2006, pursuant to *Education Code (EC)* Section 47604.32(d), in which New West was directed, among other things, to provide to the CDE a fiscal recovery plan (with specific components) to achieve fiscal solvency as quickly as possible. As stated in the Notice of Concern, New West's accumulated debts – above and beyond normal operating expenses – were estimated (in September 2006) at $585,000. To help put that figure in context, New West's total general purpose and categorical block grant funding in 2006-07 is projected to be approximately $1.3 million.

The Notice of Concern directed New West to submit its fiscal recovery plan to the CDE by September 29, 2006. The school submitted a draft plan that has now been reviewed by the FCMAT. Staff of the CDE and FCMAT have collaborated with New West and are in the process of finalizing the plan. The CDE recommends that the SBE give direction to CDE staff to complete the finalization process, implement the plan, and then monitor the school's fiscal situation closely until stability is completely restored. The goal of CDE staff is to substantially reduce the school's major outstanding debts by June 30, 2007, which is the conclusion of New West's charter term.

FISCAL ANALYSIS (AS APPROPRIATE)

There would be essentially no state cost related to the recommended action.

ATTACHMENT(S)

Attachment 1: Notice of Concern Letter dated September 18, 2006 (3 pages)

September 18, 2006

Sharon Weir, Principal
New West Charter Middle School
11625 Pico Blvd.
Los Angeles, CA 90064

Members of the Governance Council
New West Charter Middle School
11625 Pico Blvd.
Los Angeles, CA 90064

Dear Dr. Weir and Members of the Governance Council:

Subject: Notice of Concern Pursuant to *Education Code (EC)* Section 47604.32(d)

As you are aware, California Department of Education (CDE) staff was recently contacted by the Los Angeles County Office of Education (LACOE) to inform us of a dire fiscal situation confronting New West Charter Middle School. They informed us that the school would be unable to make its payroll obligations in August 2006 without LACOE releasing funds needed to pay outstanding obligations totaling approximately $150,000 that are owed to the Public Employees Retirement System (PERS) and the State Teachers Retirement System (STRS). New West did not submit contributions to PERS and STRS for its employees for the entire 2004-05 fiscal year and for a number of months during the 2005-06 fiscal year.

The August crisis was averted. However, in subsequent phone conversations with representatives of New West, CDE staff was provided specific information about other outstanding debts to the Internal Revenue Service (IRS) and State Employment Development Department (EDD), as well as to public and private lenders. It appears that the school has been unable to meet its most fundamental obligations without a continuous cycle of borrowing to do so. Our understanding of New West's major outstanding obligations is as follows:

Name	Amount
PERS/STRS	$150,000
Internal Revenue Service	60,000
EDD	25,000
CDE Revolving Loan	150,000
Eagles Peak Charter School	50,000
Pacific Western Bank	150,000
Total	$585,000

The magnitude of the debts and the continued cycle of borrowing to pay current obligations prompt this Notice of Concern regarding the current fiscal condition and ongoing financial viability of New West. Accordingly, the CDE, on behalf of the State Board of Education as authorizer, directs New West to do the following:

- Authorize the LACOE by 9/22/2006 to retain from funds currently in New West's account in the county treasury an amount sufficient to pay the outstanding obligations to PERS/STRS in full (approximately $150,000).

- Pay the IRS obligation (approximately $60,000) before September 30, 2006, in accordance with the school's agreement with the IRS. The CDE requests verification from the IRS that the amount owed has been paid in full.

- Pay the EDD obligation (approximately $25,000) as quickly as is necessary to avoid the accrual of penalties and interest. The CDE requests verification from the EDD that the amount owed has been paid in full.

- Provide the CDE with an immediate recovery plan to achieve fiscal solvency as quickly as possible. Components of this plan are to include the following:

    A. An immediate plan (cash flow and 2006-07 budget) for reducing current fiscal obligations over the course of the school year. The plan should include a detailed description of the reductions in staffing and/or programs that will be made and the timing of such reductions as well as a cash flow plan that clearly reflects how New West will meet its monthly obligations.

    B. A two-year recovery plan that provides for the resolution of all current outstanding debts by the end of 2007-08 and that includes a detailed description of ongoing reductions in staffing and/or programs, as necessary. The recovery plan should reflect primarily revenues derived from regular educational activities (e.g., federal special education funds, state apportionments, and in-lieu property taxes). Up to five percent may be derived from grants, fundraising, and other non-ongoing revenue sources.

    C. A detailed budget for both the current year and the two-year recovery plan that displays: (1) the current year budget as it was approved by the governing board at the beginning of 2006-07; (2) the revised budget that will allow the school to operate in a fiscally prudent manner during the balance of this year; and (3) the revised budget for the second year of the recovery plan. ALL other bank accounts must be identified and incorporated, including fundraising, gifts, etc.

    D. A strategic plan for achieving long-term fiscal solvency that (1) relies minimally on fundraising, grants, other "soft" money, or borrowing, and (2) maintains a prudent reserve of at least three percent for economic uncertainties. NO additional loans or lines of credit are approved at this time.

E. At monthly governing board meetings, New West will review and seek approval of budget and cash flow updates, which examine rates of expenditure and the collection of revenue. Board minutes will reflect this. New West will provide the CDE with these monthly updates regarding the school's revenues and expenditures, and governing board minutes. CDE will provide regular updates to the SBE on the status of the New West recovery plan.

F. Acknowledgement that no additional lines of credit or loans are authorized at this time.

G. A copy of a letter to students/families currently enrolled in New West informing them of the seriousness of the situation.

Please deliver your written response to the above outlined components of the fiscal recovery plan on or before the close of business (5:00 p.m. Pacific Time) on **Friday, September 29, 2006.** Your response is to be delivered to:

Marta Reyes, Director
Charter Schools Division
California Department of Education
1430 N Street, Room 5401
Sacramento, CA 95814

I cannot stress strongly enough the seriousness of New West's dire financial situation. Indeed, the continued viability of the school depends on a timely and responsible emergency financial plan. As we discussed, this is the first step in the revocation process. If these issues are not immediately addressed and resolved to the satisfaction of the SBE, the next step in this process will be a Notice to Cure and a recommendation to the State Board of Education to revoke the New West charter.

If you have any questions or need any additional information regarding this Notice of Concern, please contact me at (916) 322-6029 or by e-mail at mareyes@cde.ca.gov, or contact Deborah Connelly at (916) 322-2694 or by e-mail at dconnell@cde.ca.gov.

Sincerely,

Marta Reyes, Director
Charter Schools Division

ITEM #50

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

Revision of State Board of Education Waiver Policy 01-01, Carl D. Perkins Vocational and Applied Technology Education Act of 1998: Consortium Requirement for Minimum Allocation	☒ Action ☒ Information ☐ Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the modifications to this policy.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

An information memorandum, sent in October 2006, set out the reasons for this proposed revision to the policy.

SUMMARY OF KEY ISSUES

The Carl D. Perkins Vocational and Technical Education Act provides grant funding to local education agencies for the improvement of academic, vocational, and technical skills of secondary students who elect to enroll in career technical education programs.

In order to meet the minimum allocation requirement for funding, local educational agencies (LEAs) may enter into a consortium agreement with other agencies. While consortiums work well for many LEAs, they are not practical for sparsely populated areas of the state. An LEA may request a waiver of the federal code and receive permission from the SBE to receive those funds without joining a consortium. The California Department of Education staff provides assistance to LEAs attempting to form consortia but if all options are exhausted, the LEA may apply for a waiver.

State Board of Education (SBE) Policy 01-01, Carl D. Perkins Vocational and Applied Technology Education Act of 1998: Consortium Requirement for Minimum Allocation, was enacted in February 2001 and established criteria and guidelines to evaluate waiver requests of US Code, Section 2351(d)(1) and (2) or [Public Law 105-332 Section 131(d)(1) and (2)] which states:

> (d) Minimum Allocation
> (1) In general
> Except as provided in Paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency

under subsection (a) is greater that $15,000. A local educational agency may enter into a consortium with other local educational agencies for the purposes of meeting the minimum allocation requirement of this paragraph.

(2) Waiver

The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency --

(A)(i) is located in a rural, sparsely populated area, or

(ii) is a public charter school operating a secondary vocational and technical educational program; and

(B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part (20 U.S.C.A. § 2351 et seq.)

Since 1997, the CDE has processed an annual average of twenty-four waiver requests from LEAs, all of which were approved by the SBE. These waivers are necessary for agencies in rural areas receiving less than $15,000 in Perkins funds when the district is unable to join in a consortium, and who would otherwise not be eligible to receive the funding.

Proposed Criteria for Revision of Policy

Current board policy defines rural as:

- A district or agency in a rural, sparsely populated area (as defined by National Center for Education Statistics (NCES) Locale Code #7 and identified as rural by the CDE Office of Demographics), OR

The National Center for Educational Statistics (NCES) has changed the definition of rural and modified their numbering system (see attachment 2). To accommodate this change the NCES has replaced locale codes #7 and #8, both of which were rural, with three new codes, all of which are rural. The new codes are:

41 - Rural, Fringe:

Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 - Rural, Distant:

Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 - Rural, Remote:

Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

The CDE is also recommending that locale code number 33 be included as part of the criteria. This code is defined by the NCES as:

33 - Town, Remote:

Territory inside an urban cluster that is more than 35 miles from an urbanized area.

The inclusion of this locale code within the criterion is necessary for a limited number of towns that are rural and remote, but do not meet the NCES definition for a rural area and are not adjacent to other districts necessary to enter into a consortium agreement.

CDE is recommending that the reference to the CDE Demographic Office in the policy also be removed as they have now converted to using the same revised NCES numbering system. In addition CDE is recommending that the date of the last amendment to the act,1998, be removed from the waiver policy. The Carl D. Perkins Act is up for reauthorization in 2007, and making this change will allow the waiver policy to continue in effect without further immediate revisions.

Additional information about the NCES can be found at:
http://nces.ed.gov/ccd/Rural_Locales.asp

FISCAL ANALYSIS (AS APPROPRIATE)

Small LEAs with less than $15,000 in Perkins funding may lose that funding if they are unable to form a consortium, and are not granted a waiver by the SBE.

ATTACHMENT(S)

Attachment 1: Revised State Board of Education Board Policy – Number 01-01 (2 pages).

Attachment 2: Locale Criteria Revision Definitions (6 pages).

California State Board of Education Policy

POLICY #	DATE
01-01	**February 2001** (Revised Draft 2006)

WAIVER GUIDELINES

Carl D. Perkins Vocational and Applied Technology Education Act ~~of 1998~~: Consortium Requirement for Minimum Allocation

REFERENCES

U.S. Code, Section 2351(d)(1), or [P.L. 105-332 Section 131(d)(1)] Federal Carl D. Perkins Act; and
U.S. Code, Section 2351(d)(2), or [P.L. 105-332 Section 131(d)(2)] Federal Carl D. Perkins Act.

HISTORICAL NOTES

None.

U.S. Code, Section 2351(d)(1) and (2) or [P.L. 105-332 Section 131(d)(1) and (2)]

(d) Minimum Allocation

(1) In general

Except as provided in Paragraph (2), a local educational agency shall not receive an allocation under subsection (a) unless the amount allocated to such agency under subsection (a) is greater that $15,000. A local educational agency may enter into a consortium with other local educational agencies for the purposes of meeting the minimum allocation requirement of this paragraph.

(2) Waiver

The eligible agency shall waive the application of paragraph (1) in any case in which the local educational agency --

(A)(i) is located in a rural, sparsely populated area, or

(ii) is a public charter school operating a secondary vocational and technical educational program; and

(B) demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part (20 U.S.C.A. § 2351 et seq.)

Background

Participating local education agencies (LEAs) may enter into a consortium with other agencies for the purposes of meeting the minimum allocation requirement in the above paragraph. However, in some remote or sparsely populated areas of the state, the consortium plan is not possible or reasonable. In these cases, the State Board approves multi-year waivers of the consortium requirement in keeping with (and subject to the conditions set forth in) the evaluation guidelines below.

The California Department of Education (CDE) Waiver Office has processed many waivers in the past, all of which were approved by the State Board of Education. CDE

REVISION

staff ensure that only waiver requests consistent with the evaluation guidelines are placed on the State Board's consent calendar for waivers.

Evaluation Guidelines

The LEA is:

- A district or agency in a rural, sparsely populated area (as defined by National Center for Education Statistics (NCES) Locale Codes 33, 41, 42, and 43 ~~#7 and identified as rural by the CDE Office of Demographics)~~, OR

- A public charter school operating secondary vocational and technical education programs (as evidenced by a State Board of Education issued charter number), AND

The LEA:

- Demonstrates that it is unable to enter into a consortium for purposes of providing activities under this section (as evidenced by ~~its~~ a description from the LEA or CDE of ~~unsuccessful~~ efforts to enter into a consortium).

These specific waivers shall be granted for no more than four consecutive years as a district's annual Perkins allocation is expected to be less than the $15,000 minimum grant amount during each year of the approved waiver. A district's eligibility under the above criteria for the consortium waiver is also expected to remain unchanged for this same time period.

For Information Only

Under SPECIAL RULE, each eligible agency distributing funds under this section shall treat a secondary school funded by the Bureau of Indian Affairs within the State as if such school were a local educational agency within the State for the purpose of receiving a distribution under this section.

REVISION

Criteria for Locale Code Revisions

These criteria and definitions are taken directly from the National Center for Educational Statistics (NCES) web site and can be directly accessed on-line from: http://nces.ed.gov/ccd/Rural_Locales.asp

Identification of Rural Locales

- Overview
- Justification for New Classificatory Scheme for Locale Codes
- Commissioner Mark Schneider's Presentation to the Secretary of Education's Rural Education Task Force
- Metro- and Urban-Centric Locale Code Categories: Definitions and Comparison
- State Maps: Changes in School District Rural Locale Status
- Data Tables

Overview

What are locale codes?

"Locale codes" are derived from a classification system originally developed by NCES in the 1980's to describe a school's location ranging from "large city" to "rural." The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

Why did NCES revise its locale code system?

Two developments following the 2000 Decennial Census led to a change in NCES's locale code system. The first was the substantial improvement in geocoding technology that made it possible to locate addresses precisely, using longitude and latitude coordinates.

The second development was a change in the Office of Management and Budget's (OMB) definition of metropolitan and nonmetropolitan areas. OMB re-examines and fine-tunes basic geographic concepts and definitions after every decennial Census. The revisions following the 2000 census were more extensive than they had been in 1990 and 1980. OMB introduced a "core based statistical area" system that relied less on population size and county boundaries and more on the proximity of an address to an urbanized area.

What are the new locale codes like?
The new locale codes are based on an address's proximity to an urbanized area (a densely settled core with densely settled surrounding areas). This is a change from the original system based on metropolitan statistical areas. To distinguish the two systems, the new system is referred to as "urban-centric locale codes."

The urban-centric locale code system classifies territory into four major types: city, suburban, town, and rural. Each type has three subcategories. For city and suburb, these are gradations of size – large, midsize, and small. Towns and rural areas are further distinguished by their distance from an urbanized area. They can be characterized as fringe, distant, or remote.

What is the net effect of the change to an urban-centric system?
Compared to the old locale code system, the urban-centric locale codes allow more precision in describing an area. For example, there is a new category for small cities, and rural areas that are truly remote can be distinguished from those closer to an urban core. The urban-centric system places a larger number of addresses in town locales and correspondingly fewer in suburbs/urban fringe. However, the percent of schools that are in city locales does not change much with the urban-centric system. The same is true for the percent of schools in rural locales.

How accurate are urban-centric locale codes?
Geocoding technology has made it possible to know the exact latitude and longitude of about 91 percent of schools, and somewhat less precise locations for the remaining 9 percent. The TIGER database used in assigning locale codes updates information for about one-third of communities every year through the American Community Survey. These developments make today's locale codes far more accurate than was possible in the past.

How are locale codes assigned to school districts?
A school district's locale code is not assigned on the basis of the central office address. It is derived from the locale codes of the schools in the district. If 50 percent or more of the public school students attend schools with the same locale code, that locale code is assigned to the district. For example, if 60 percent of students were enrolled in schools with a "rural - distant" locale code, and 40 percent were enrolled in schools with a "town - small" locale code, the district would be assigned a "rural – distant" locale code. If no single locale code accounts for 50 percent of the students, then the major category (city, suburb, town, or rural) with the greatest percent of students determines the locale; the locale code assigned is the smallest or most remote subcategory for that category.

Justification for New Classificatory Scheme for Locale Codes

NCES supported the Census Bureau in developing a new classificatory scheme that would improve the technical consistency, conceptual coherence, and analytic utility of geographic classifications. The previous classificatory scheme had a number of shortcomings that the redesigned framework is intended to address including: the lack of a designation for small cities, a de facto suburban classification, a substantial undercount of town school districts, an ineffective distance proxy that could not distinguish rural schools in remote, isolated areas from those nearer to urban cores, and the lack of a proximity measure for towns to urban cores.

The new framework introduces a number of changes that improve the usefulness of school and district Common Core of Data locale assignments for analytic and program purposes. Some of the key advantages that the Census Bureau identified include:

Urban-centric criteria: The new typology is constructed from urban-centric rather than metro-centric criteria, and is therefore free of the artificial constraints and problems previously imposed by metro county boundaries. This change allows towns to be located relatively close to larger urban cores, and it prevents the creation of untenably distant suburbs.

GIS: The framework relies on a geographic information system (GIS) to classify territory and then to assess the relationship of school location relative to the classified territory. This approach not only provides the ability to identify hierarchical relationships (i.e., X is located within Y), but also provides the flexibility to identify other spatial relationships (e.g., the distance from X to Z).

Suburban: The framework provides an explicit suburban classification with clear criteria that identify a more limited and justifiable portion of urban territory than compared with the current urban fringe categories.

Small City: The introduction of a new small city category offers much needed variation to the overly large set of midsize cities currently identified by the CCD.

Distance indicators: One of the primary advantages of the proposed locale framework is the use of explicit distance measures to identify town and rural subtypes. Unlike the previous CCD framework that differentiates towns on the basis of population size, the new typology classifies towns according to their proximity to larger urban cores. This approach considers potential spatial relationships and acknowledges the likely interaction between urban cores based on their relative locations. Rural subtypes are similar in that they identify rural territory relative to urban cores. This distinction avoids the often-misleading distance proxy based on county metro status. More importantly, the explicit distance indicators offer the opportunity to identify and differentiate rural schools

and school systems in relatively remote areas, from those that may be located just outside an urban core.

Supplemental ZIP locale assignment: A final advantage of the new framework is the provision of ZIP code locales to supplement missing school assignments. Unlike the previous CCD supplemental assignment process that relies on place-matching and basic ZIP urban/rural conditions to supplement locales, the new framework directly assigns the full set of locales and subtypes to ZIP code areas based on the same process used for district locale assignments.

Metro- and Urban-Centric Locale Code Categories: Definitions and Comparison

Previous Metro-Centric Locale Codes

1 - Large City:
A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

2 - Mid-size City:
A central city of a CMSA or MSA, with the city having a population less than 250,000.

3 - Urban Fringe of a Large City:
Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

4 - Urban Fringe of a Mid-size City:
Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

5 - Large Town:
An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

6 - Small Town:
An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

7 - Rural, Outside MSA:
Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

8 - Rural, Inside MSA:
Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

New Urban-Centric Locale Codes

11 - City, Large:
Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 - City, Midsize:
Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 - City, Small:
Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 - Suburb, Large:
Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 - Suburb, Midsize:
Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 - Suburb, Small:
Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 - Town, Fringe:
Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 - Town, Distant:
Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 - Town, Remote:
Territory inside an urban cluster that is more than 35 miles from an urbanized area.

41 - Rural, Fringe:
Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 - Rural, Distant:
Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 - Rural, Remote:
Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Corresponding Categories	Metro-centric	Urban-centric
City	1, 2	11, 12, 13
Suburb	3, 4	21, 22, 23
Town	5, 6	31, 32, 33
Rural	7, 8	41, 42, 43

Definitions

Census-designated place – an unincorporated community (i.e., without legal boundaries) for which locale officials provide boundaries for the purpose of Census tabulations. CMSA – an area that meets the requirement to qualify as a Metropolitan Statistical Area (MSA) and that has a population of 1,000,000 or more, and the components of which are large urbanized counties or a cluster of such counties (cities and towns in New England) that have substantial commuting interchange.

MSA – one or more contiguous counties that have a core area with a large population nucleus and adjacent communities that are highly integrated by economics or socially) with the core.

Principal city – primary population and economic center of an MSA.

Urbanized areas and clusters – densely settled cores of census blocks with adjacent densely settled surrounding areas. When the core contains a population of 50,000 or more it is designated as an *urbanized area*. Core areas with populations between 25,000 and 50,000 are classified as *urban clusters*.

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Eastern Sierra 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-23-2006	☒ **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.

Although the policy above is recommended for revision on this same Board meeting, this district meets the criteria under the "old" policy, so is still coming to the SBE on the Consent Calendar.

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:

- A district or agency in a rural, sparsely populated area (as defined by National Center for Education Statistics (NCES) Locale OR
- A public charter school operating secondary vocational and technical education programs, AND

The LEA:

- Demonstrates that it is unable to enter into a consortium for purposes of providing activities under this section.

CDE staff contacted the Eastern Sierra Unified School District and verified that the LEA received its first consortium waiver in the 1991-92 program year. The LEA continues to meet the waiver criteria as Eastern Sierra Unified School District is

located in the town of Bridgeport, in Mono County. This is a very isolated area of the state making it impossible to find another agency willing to form a consortium.

The department recommends approval.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2010

Local board approval date(s): June 21, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Eastern Sierra Unified School District to receive its annual Perkins funds (estimated to be $3,172) 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

NOVEMBER 2006 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Lucerne Valley 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-24-2006	☒ **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.

Although the policy above is recommended for revision on this same Board meeting, this district meets the criteria under the "old" policy, so is still coming to the SBE on the Consent Calendar.

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:

- A district or agency in a rural, sparsely populated area (as defined by National Center for Education Statistics (NCES) Locale OR

- A public charter school operating secondary vocational and technical education programs, AND

The LEA:

- Demonstrates that it is unable to enter into a consortium for purposes of providing activities under this section.

CDE staff contacted the Lucerne Valley Unified School District and verified that the LEA received its first consortium waiver in the 2003-04 program year. The LEA continues to meet the waiver criteria as Lucerne Valley Unified School District is a small unincorporated community located in the Mojave Desert of western San

Bernardino County. It lies 21 miles east of the Victor Valley. The closet consortium is located in Bishop, CA which is 237 miles away or Imperial COE which is 175 miles away.

The department recommends approval.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Period of request: July 1, 2006, through June 30, 2010

Local board approval date(s): June 21, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval will enable the Lucerne Valley Unified School District to receive its Perkins funds for the 2006-07 program year (estimated to be $9,031) 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

NOVEMBER 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Lagunitas School District** under the authority of *Education Code (EC)* Section 52863 for a renewal waiver of *EC* Section 52852, relating to the required school site council for each school to allow one joint school site council to function for two schools Lagunitas Elementary and San Geronimo Elementary. Waiver Number: 19-8-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education has approved similar waiver requests for a single school site council for small districts, and this type of waiver is limited to two years.

SUMMARY OF KEY ISSUES

Lagunitas School District located in Marin County operates two small schools approximately a block apart. Lagunitas Elementary has an enrollment of 138 students kindergarten through eight grades, and San Geronimo Elementary with 100 students in grades kindergarten through five.

The schools currently operate under a single Superintendent/Principal, and have common staff development and planning meetings. Staff members from both schools and parent/community members will be equally represented on the single school site council, which consists of one principal, five teachers and six parents.

The department recommends approval of this waiver request.

Authority for the Waiver: *EC* Section 52863

Period of request: September 1, 2006 to September 1, 2008

Local board approval date(s): August 8, 2006

Bargaining unit(s) consulted on date(s): August 23, 2006

Name of bargaining unit(s)/representative(s): Lagunitas Teachers Association – Larry Nigro; CSEA – Howie Cort

Position of bargaining unit(s) (choose only one):

☐ Neutral ☒ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of this waiver renewal will not result in additional costs to the district or 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

NOVEMBER 2006 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Oxnard School District** to waive No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of **The Great Body Shop** - a Comprehensive Health, Substance Abuse, Violence Prevention Program. Waiver Number: Fed-22-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That Oxnard School District must submit a report to the Safe and Healthy Kids Program Office (SHKPO) no later than November 2007 that describes Western Kentucky University's (WKU) progress in evaluating the effectiveness of *The Great Body Shop* program. In addition, the District must submit a report to the SHKPO no later than November 2008 that describes the progress made by WKU in submitting the results of the evaluation to the National Registry of Evidence-based Programs and Practices (NREPP) for possible designation as a Model Program. The District must be willing to take part in a formal evaluation, if requested. The District must also evaluate its own comprehensive prevention program consistent with the District's approving their local educational agency (LEA) Plan.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

State Board of Education (SBE) Policy 03-01 contains guidelines for approval of applications for waiver of the NCLB requirements that Title IV funds be used for "science-based" prevention programs. The SBE has previously approved waivers allowing the use of *The Great Body Shop* by numerous other districts.

SUMMARY OF KEY ISSUES

This application requests a waiver so that the LEA may use the "promising" prevention program, *The Great Body Shop*. In accordance with SBE Policy 03-01, the following three conditions must be satisfied before the use of a "promising" prevention program may be approved:

1. Is the program innovative?
2. Does the program demonstrate substantial likelihood of success?

The two conditions for innovation and substantial likelihood of success are satisfied because the program has been designated as "promising" by the NREPP. SBE

Board Policy 03-01 lists the NREPP as one of the reputable agencies that may designate a new program as “science-based.”

3. Is there a plan and timeline for submitting the program for review and Recognition?

The third condition requires that the evaluation of the program be reviewed by one of the science-based program designating agencies identified in SBE Policy 03-01. The waiver request meets this criterion because the producer of the program, Children’s Health Market (CHM), will participate in a study by the WKU. The LEA’s waiver request states that the CHM will submit a completed study and evaluation to the California Healthy Kids Resource Center, and blueprints of the University of Colorado to be considered as a science-based program. The LEA has committed to participating in the data collection process for that study if requested. The District has provided supplemental information attached to the original waiver application. Following through on these commitments is therefore a condition for approval of the waiver.

The California Department of Education recommends that this waiver request be approved as it meets each of the three criteria in SBE Policy 03-01.

Authority for Waiver: NCLB, Title IV, Part A, Section 4115(a)(3)

Period of request: November 2006-November 2008

Local board approval date(s): June 28, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Waiver approval will allow the District to use Title IV, Safe and Drug-Free Schools and Communities funds for a promising program.

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

NOVEMBER 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Paso Robles Joint Unified School District** to waive *Education Code (EC)* Section 51224.5(b), the requirement that all students graduating in the 2005-06 school year be required to complete a course in Algebra I (equivalent) to be given a diploma of graduation for one special education student based on *EC* Section 56101, the special education waiver authority. Waiver Number: 18-8-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

This waiver removes only the requirement that this one student successfully complete a course in Algebra I (or its equivalent) through December 31, 2006. The student must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* Section 51225.3 in order to receive a high school diploma. In the event the student granted this waiver does not graduate by December 31, 2006, this waiver does not relieve the student of responsibility to attempt to successfully complete a course in Algebra I (or its equivalent) in future years as required by Section 51224.5(b).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

In 2000, legislation was enacted to require students to complete Algebra I as a condition of receiving a high school diploma. The Algebra I requirement applies beginning with students graduating in 2003-04. A number of student specific waivers have been granted by the Board in past years using the waiver authority of *EC* Section 56101.

SUMMARY OF KEY ISSUES

For the review of this waiver request, the district was required to provide the following documentation:

- For each student included in the waiver request, attach a valid, current Individualized Education Program (IEP) for whom you are requesting a waiver. Highlight the areas of mathematics deficiencies and how the student's needs in mathematics were addressed.
- Information from IEPs for high school years to prove that the student was on the diploma track consistently and evidence that the IEP was written to support the student's participation in diploma track math courses, particularly algebra.
- Indicate the specific assistance the district provided to the student, such as

supplementary aids, services, accommodations, modifications, and supports, to attain this diploma track goal specifically for the algebra requirement in those years.

- Copy of the transcript for each student. Highlight all former attempts at algebra and pre-algebra classes.

- Indicate which assessment the district has used at the high school level for the student: Standardized Testing and Reporting program (STAR) or California Alternate Performance Assessment (CAPA). (Use of the STAR is typically required for waiver approval recommendation.)

The above documentation specific to the student was reviewed by a Special Education Consultant in full confidentiality. Additional information was gathered from the district by telephone or fax if needed to make a determination. The district has provided facts indicating that failure to approve the request would hinder implementation of the student's IEP or compliance by the district for a free, appropriate education for students with disabilities.

The California Department of Education recommends approval of the waiver for one student on the following conditions: That this waiver removes only the requirement that the student successfully complete a course in Algebra I (or its equivalent) through December 31, 2006**.** The student must meet other course requirements stipulated by the governing board of the school district of enrollment and by *EC* Section 51225.3 in order to receive a high school diploma. In the event this student does not graduate by December 31, 2006, this waiver does not relieve the student of responsibility to successfully complete a course in Algebra I (or its equivalent) in future years as required by Section 51224.5(b).

Authority for the Waiver: *EC* Section 56101

Period of request: The California Department of Education requests that this waiver removes only the requirement that this one student successfully completes a course in Algebra I (or its equivalent) through December 31, 2006.

Local board approval date(s): June 6, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact from granting 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 State Board Office.

Attachment 1: Specific Waiver Request (1 Page)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **eight local educational agencies** 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: (See attached list)	☒ **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 a number of these waivers over the years for local educational agencies (LEA) under a waiver policy approved in 2001. The policy is scheduled for revision at the November 2006 meeting, prior to the scheduling of these waivers.

SUMMARY OF KEY ISSUES

The State Board of Education (SBE) is expected to approve revisions to Waiver Policy #2001-02 **-** Carl D. Perkins Vocational and Applied Technology Education Act: Consortium Requirement for Minimum Allocation, Item 50 on the November 2006 SBE meeting.

If approved, the revised policy will state the following evaluation guidelines:

The LEA is:

- A district or agency in a rural, sparsely populated area (as defined by National Center for Education Statistics (NCES) Locale Codes 33, 41, 42, and 43.
- A public charter school operating secondary vocational and technical education programs (as evidenced by a State Board of Education issued charter number), and

The LEA:

- Demonstrates that it is unable to enter into a consortium for purposes of providing activities under this section (as evidenced by a description from the LEA or CDE of efforts to form a consortium).

Attached is a list of each of the LEAs currently requesting a waiver of the consortium requirement, detailing how each local educational agency now meets these new conditions.

Authority for Waiver: Carl D. Perkins Vocational and Technical Education Act of 1998, Section 131(d)(2)

Background

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 Local Education Agencies meeting the criteria in the revised SBE Waiver Policy 01-01 (2 Pages)

Attachment 2: Coast Unified School District Federal Waiver Request (1 Page)

Attachment 3: Cuyama Joint Unified School District Federal Waiver Request (1 Page)

Attachment 4: El Tejon Unified School District Federal Waiver Request (1 Page)

Attachment 5: Fall River Joint Unified School District Federal Waiver Request (1 Page)

Attachment 6: Shandon Joint Unified School District Federal Waiver Request (1 Page)

Attachment 7: Sierra Unified School District Federal Waiver Request (1 Page)

Attachment 8: Silver Valley Unified School District Federal Waiver Request (1 Page)

Attachment 9: Trona Joint Unified School District Federal Waiver Request (1 Page)

List of Local Education Agencies meeting the criteria in the revised SBE Waiver Policy 01-01

Waiver Number	Local Educational Agency	NCES Code #	Annual Allocation	Description of Efforts to Form a Consortium	Legal Requirements of Waiver have been met?
Fed-6-2006	Coast Unified School District	42	$6,296.00	Coast Unified School District is located on the Central Coast of California in the community of Cambria. The district has been unable to join a consortium because the district is in a isolated area. The closest existing consortium in located in Santa Barbara which is approximately 139 miles away.	Yes. Verified by CDE Staff
Fed-18-2006	Cuyama Joint Unified School District	43	$3,467.00	Cuyama Joint Unified School District is located in a very remote area of the Cuyama Valley in Santa Barbara county. The district is approximately 103 miles from Santa Barbara making participation in that consortium impractical.	Yes. Verified by CDE Staff
Fed-12-2006	El Tejon Unified School District	41	$8,756.00	El Tejon Unified School District is located in the Tehachapi Mountains in Kern County. The district is located along the famous "Grapevine" section of Interstate 5 between Bakersfield and Los Angeles. There are currently no consortiums in close proximity to this district.	Yes. Verified by CDE Staff
Fed-15-2006	Fall River Joint Unified School District	42	$10,435.00	The Fall River Joint Unified School District is located in northeastern California, situated between Mount Shasta and Lassen Peak in the town of McArthur, California. This is a very remote area with very few school districts.	Yes. Verified by CDE Staff

List of Local Education Agencies meeting the criteria in the revised SBE Waiver Policy 01-01

Waiver Number	Local Educational Agency	NCES Code #	Annual Allocation	Description of Efforts to Form a Consortium	Legal Requirements of Waiver have been met?
Fed-7-2006	Shandon Joint Unified School District	42	$3,426.00	Shandon Joint Unified School District is located in between San Luis Obispo and Bakersfield along highway 41. The district has been unable to join a consortium because the district is in an isolated area. The town of Shandon is an unincorporated area with a population of approximately 2,000. Grain farming, ranching, and vineyards provide the prime income of this rural setting. The district is located 47 miles from San Luis Obispo and 92 Miles from Bakersfield.	Yes. Verified by CDE Staff
Fed-3-2006	Sierra Unified School District	42	$14,644.00	The district is located in the Sierra Nevada foothills 35 miles from the Fresno/Clovis area. There are no existing consortiums in the area in which to join.	Yes. Verified by CDE Staff
Fed-14-2006	Silver Valley Unified School District	43	$14,411.00	The Silver Valley Unified School District is located in the High Desert of Southern California, between Los Angeles and Las Vegas. The district covers an area of approximately 3,200 square miles, and provides educational services to the communities of Calico, Daggett, Fort Irwin, Ludlow, Newberry Springs and Yermo.	Yes. Verified by CDE Staff
Fed-21-2006	Trona Joint Unified School District	43	$5,145.00	Trona is located in the Searles Valley of California on Hwy 178 in the Mojave Desert. The district is approximately 132 miles from San Bernardino in a very remote area making it impractical to join with other districts to form a consortium.	Yes. Verified by CDE Staff

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

General Waiver

SUBJECT	
Request by the **Los Angeles Unified School District** to waive portions of *Education Code (EC)* Section 15282, regarding term limits on membership of a Citizens' Oversight Committee for all construction bonds in the district. Waiver Number: 6-9-2006	☒ **ACTION** ☐ **CONSENT**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the 15 members of the committee each be allowed to continue for one additional two year term. The waiver will end before December 31 2009.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

There have been no similar waiver requests presented to the State Board of Education (SBE) in the past.

SUMMARY OF KEY ISSUES

The Los Angeles Unified School District requests that specific language of a subsection of the *EC,* relating to term limits for members of a Bond Oversight Committee, referred to in the *EC* as a "Citizens' Oversight Committee" be waived. The purpose of the Citizens' Oversight Committee is to inform the public concerning the expenditure of bond revenues. The citizens' oversight committee reviews and reports on the proper expenditure of taxpayers' money for school construction. The citizens' oversight committee holds public meeting and advises the public as to whether the district is in compliance with the all of the statutory requirements of the bond and school construction project(s).

The district wants to retain for one additional two-year term, the 15 members of its Citizens' Oversight Committee. These members were initially approved by the district's governing board in accordance with the law for no more then two consecutive terms. The district feels that the current members have been of particular value to its extensive school construction and modernization program, and that loss of all members after a 4 year (individual by member) term is not in the best interest of the process.

Therefore, Los Angeles Unified School District therefore requests that specific language of *EC* Section 15282 (a) be waived as follows:

> Section 15282 (a). The citizens' oversight committee shall consist of at least seven members to serve for a term of two years without compensation ~~and for no more than two consecutive terms~~.

During what will be a difficult transition period, the district feels that the continued participation of these experienced members will aid in continuing its ambitious and successful building and modernization program. There is nobody competing for membership positions on this committee at this point in time.

The California Department of Education recommends approval of this waiver, for one more additional 2 year term for the 15 current members. Attached is a list of the 15 members, the groups that they represent, and the appointment, renewal and ending dates for each member.

Authority for Waiver: *EC* Section 33050

Period of request: January 1, 2007 – December 31, 2009

Local board approval date(s): September 12, 2006

Public hearing held on date(s): September 12, 2006

Bargaining unit(s) consulted on date(s): August 31, 2006

Name of bargaining unit/representative(s) consulted:
UTLA – Sam Kresner

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 Los Angeles Unified School District Bond Oversight Committee

Objections raised (choose one): None ☒ Objections are as follows:

Opposition: The vote was 7 in favor and 1 opposed; the one objection was based upon preserving the historical precedent of term limits.

Date(s) consulted: September 20, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

By allowing this Citizens' Oversight Committee to retain its institutional expertise for the next two years, the District feels confident that it can continue to manage billions of dollars of its school construction and modernization funds well.

BACKGROUND INFORMATION

Action Item: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

Attachment 1: General Waiver Request and Memorandum (5 Pages)

Attachment 2: Bond Oversight Committee Member Appointments (1 Page)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Glenn County Office of Education** for a waiver of portions of *Education Code* (*EC*) sections 35705 and 35706 regarding the 60 and 120 day timelines for a public hearing and decision by the County Committee on District Reorganization after receipt of a unification petition on March 17, 2006. Waiver Number: 19-7-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the waiver applies only to the unification petition received on March 17, 2006 from Hamilton Union HSD.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) previously has waived timelines for actions by a county committee on school district organization. The most recent action was approval, at the January 12, 2006, meeting of the SBE, of a request by the Los Angeles County Office of Education to waive the 120-day timeline to approve or disapprove a district reorganization proposal.

SUMMARY OF KEY ISSUES

EC sections 35705 and 35706 provide timelines for county committees on school district organization to hold public hearings and take action on school district organization proposals. On March 17, 2006, the Glenn County Committee on School District Organization (County Committee) received a proposal for unification of the Hamilton Union High School District (UHSD). The County Committee held the first of two required public hearings for this proposal on April 25, 2006. However, before the second required public hearing could be held, there was a fatal accident involving Hamilton High School students. The accident was a traumatic experience for the small Hamilton High School community. To allow time for the community to recover, the County Committee delayed completing its required actions for the unification proposal.

The County Committee has since held all public hearings and, on September 20, 2006, recommended that the SBE approve the unification proposal for the Hamilton UHSD. Because of the delay due to the accident, these actions were not completed within the timelines required by *EC* sections 35705 and 35706. The Glenn County Office of Education requests that the SBE retroactively waive the timelines to remove any potential concerns that the unification proposal was not processed according to legal standards.

The California Department of Education recommends that the SBE approve the waiver. All local processing of the unification proposal is now completed. Approval of the waiver will allow all affected parties to focus solely on the merits of the unification proposal.

Authority for Waiver: *EC* Section 33050

Period of request: June 2006 to January 2007

Local board approval date(s): July 19, 2006

Public hearing held on date(s): July 19, 2006

Bargaining unit(s) consulted on date(s): (1) Hamilton High Teachers Association 10/16/06, (2) CSEA-HUHSD 10/16/06, (3) Hamilton Elementary Teachers Association 10/16/06, (4) HUESD-CSEA 10/16/06, (5) CTA 10/18/06, (6) Psychologist Unit 10/18/06, (7) CSEA 10/18/06.

Name of bargaining unit/representative(s) consulted: (1) HHTA-Leslie Anderson (2) CSEA-Tom Ficik, (3) Maria Elena Alvarez, (4) Fred Brand, (5) Judy Holzapfel, President of CTA, (6) Debbie Blake, President of the Psychologist Unit, and (7) Marcy Kendrick, President CSEA.

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: Glenn County Committee on District Organization,

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: September 20, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Approval of the waiver will have no fiscal effect on any local or state agency since all local actions regarding the unification proposal have been completed. Failure to approve the waiver may result in local agencies restarting the process and duplicating previous actions—in turn, duplicating the costs associated with those actions.

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 (4 Pages)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Requests by **Merced County Office of Education** and **Stanislaus County Office of Education** to waive the election requirements in all of *Education Code* (*EC*) sections 35710.51 and part of 35765 for a proposed transfer of territory from the Turlock Unified School District (Stanislaus County) to the Delhi Unified School District (Merced County). Waiver Numbers: 1-9-2006 and 2-9-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the waiver will apply to only the election requirements of the July 2006 resolution adopted by the State Board of Education (SBE) for the transfer of territory from the Turlock Unified School District (USD) to the Delhi USD. If approved, *EC* 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

At the July 2006 State Board of Education (SBE) meeting a resolution was adopted to allow the transfer of territory from the Turlock Unified School District (USD) to the Delhi USD. However statute concerning territory transfer between districts requires that the next step in the process must be an election be held in the affected area.

At least two other waivers of this requirement have been approved by the SBE in past years.

SUMMARY OF KEY ISSUES

Because this proposed school district reorganization affects territory that is under the jurisdiction of both the Stanislaus County Superintendent of Schools and the Merced County Superintendent of Schools, each county office of education submitted requests to waive the election requirements in statute in *EC*. The territory transfer area, which is within the southern boundary of the Turlock USD in Stanislaus County, is also within the northern boundary of the community of Delhi and Merced County.

The Merced County and Stanislaus County Committees on School District Organization conducted public hearings, unanimously found all the required conditions were met, and approved the proposed transfer of 340 acres of sparsely populated land from the Turlock USD to the Delhi USD. Now both county offices of education are requesting a waiver of the election requirements based on the following factors:

- Sixteen of the twenty-four eligible voters residing in the transfer area (now the area of proposed election) signed the petition requesting the transfer.

- Petitioners supported the transfer throughout the public hearings.
- Twelve of twenty-one currently eligible voters recently reconfirmed their support of the transfer by signing a declaration stating they would vote in support of the transfer if an election were held on the matter. Three residents who could not be confirmed as registered voters of the area also signed the declaration. An additional 2 people moved out of the area and one is now diseased, so despite the lower numbers, support for the transfer in the area remains strong
- The cost of running a special election for this population seems excessive, given the above facts.

The SBE at its July 2006 meeting adopted a resolution ratifying the actions of both county committees on school district organization in approving the proposed transfer of territory. The SBE also determined that the election would be held only in the area proposed for transfer.

The CDE recommends that the SBE approve the waiver request under the condition that the waiver will apply only to the election requirements of the July 2006 resolution adopted by the SBE for the transfer of territory from the Turlock USD to the Delhi USD. If approved, *EC* 33051(c) will apply for this transfer only.

Authority for Waiver: *EC* 33050

Period of request: September 1, 2006, to Indefinite

Local board approval date(s): 8/21/06, Merced County; 9/12/06, Stanislaus County

Public hearing held on date(s): 8/21/06, Merced County; 9/12/06, Stanislaus County

Bargaining unit(s) consulted on date(s): 8/15/06 and 8/17/06, Merced County; 9/7/06 and 9/8/06, Stanislaus County

Name of bargaining unit/representative(s) consulted: CSEA Chapter 541, Sandy Soria; Merced County Office Teachers Association, Tuckie Burgess;
Stanislaus Association of Certificated Personnel, Rowland Shores; California School Employees Association, Theresa Malsack and Martin Rios

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: Reviewed by the county committee(s) on district reorganizations.

Objections raised (choose one): ☒ None ☐ Objections are as follows:

FISCAL ANALYSIS (AS APPROPRIATE)

Both counties and the Delhi USD would avoid the costs associated with an election in a relatively small area where the majority of the eligible voters have consistently supported the proposed transfer of territory. The Merced County Registrar of Voters estimated the costs at over $1,000, and it would require a special election, as the November Election deadline was passed before this issue arose.

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 the SBE Office .

Attachment 1: General Waiver Request, Merced County Office of Education (3 pages)

Attachment 2: General Waiver Request, Stanislaus County Office of Education (4 pages)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Fullerton Joint Union High School District** (FJUHSD) to waive *Education Code (EC)* Section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of English 1/Reading/Success 1 for targeted low performing students (two courses total). Waiver Number: 20-8-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

That the total funding to the district will not exceed one times the grade 9 enrollment of the district; all classes will be held to the 20:1 ratio average (with no more than 22 in any one class); and *EC* Section 33051(c) will apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The SBE has approved many waivers of Morgan-Hart Class Size Reduction program. Waivers to increase the number of courses for the lowest performing students have typically been approved by the SBE as long as the total funding to the district does not exceed two times the Grade 9 enrollment of the district. This is the first time a district has requested only one times the grade 9 enrollment as funding for two courses.

SUMMARY OF KEY ISSUES

FJUHSD is requesting a waiver to offer reduced class size in a full year, double period of English 1/Reading/Success 1 for targeted low performing students in 2006-07 and 2007-08. This two period course will meet the English graduation requirements and prepare students for the California High School Exit Exam.

The Morgan-Hart Class Size Reduction Act states in *EC* Section 52084(a) that the grade 9 course or the two grade 9 courses included in the program count toward completion of the graduation requirements established in subparagraph (A), (B), (C), or (D) of paragraph (1) of subdivision (a) of *EC* Section 51225.3; provided, that one of the courses included in the program shall be English.

Fullerton is only asking for funding at one times the ninth grade enrollment, and only for English, but will focus the reduced class size on target low performing students only as that seems to best meet the needs of all students.

CDE recommends that this waiver be approved for the 2006-07 and 2007-08 school years upon the conditions that total funding to the district will not exceed one times the grade 9 enrollment of the district, and all classes will be held to the 20:1 ratio average (with no more than 22 in any one class).

Authority for Waiver: *EC* Section 33050

Period of request: August 30, 2006 to August 29, 2008

Local board approval date(s): August 15, 2006

Public hearing held on date(s): August 15, 2006

Bargaining unit(s) consulted on date(s): July 17, 2006; July 18, 2006

Name of bargaining unit/representative(s) consulted: Fullerton Secondary Teachers Organization, Tony Miller, 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)
FJUHSD Office, District Service Center, Board agenda sent to local libraries and local newspaper offices.

Advisory committee(s) consulted: FJUHSD Administrative Council, Superintendent's Advisory Committee, FJUHSD Literacy Support Team, Component Superintendent's Articulation Committee, FJUHSD Literacy Summit.

Objections raised (choose one): ☒ None ☐ Objections are as follows:
Date(s) consulted: April 17, 2006, April 27, 2006, March 8, 2006, April 27, 2006, June 20, 2006, respectively

FISCAL ANALYSIS (AS APPROPRIATE)

Whether this waiver would have any fiscal impact is speculative. It depends upon what the district would do in the absence of the waiver. With the proposed condition limiting claims to two times the 9th grade enrollment in the participating schools, it is reasonable to conclude that any fiscal impact would be minor (if any).

BACKGROUND INFORMATION

Action Items: Some documentation is available for Web viewing. Waiver forms and supporting documents are available for viewing at the Waiver Office or State Board.

Attachment 1: General Waiver Request (2 Pages)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by **Centinela Valley Union High School District** (UHSD) for a renewal waiver of *Education Code (EC)* Section 52084(a), the Ninth Grade Class Size Reduction Program (Morgan-Hart), to receive funding for a full year, double period of English 9/Essentials of English-Language Arts and a full year, double period of Algebra 1/Essentials of Algebra 1 for targeted low-performing students (four courses total). Waiver Number: 3-9-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☐ **Approval** ☒ **Approval with conditions** ☐ **Denial**

Approval with the following conditions: the total funding to the district will not exceed two times the grade 9 enrollment of the district; all classes will be held to the 20:1 ratio average (with no more than 22 in any one class) and *EC* Section 33051 (c) will apply.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education (SBE) has discussed issues of Morgan-Hart Class Size Reduction previously. Waivers to increase the number of courses for the lowest performing students have been approved by the SBE as long as the total funding to the district does not exceed two times the Grade 9 enrollment of the district, and the district maintains the 20:1 ratio, with no more the 22 pupils in each participating class.

SUMMARY OF KEY ISSUES

Centinela Valley UHSD is requesting a renewal waiver to offer reduced class size in four courses, a full year, double period of English 9/Essentials of English-Language Arts and a full year, double period of Algebra 1/Essentials of Algebra 1 for targeted low-performing students. These courses will meet ninth Grade English and Algebra graduation requirements.

The Morgan-Hart Class Size Reduction Act states in *EC* Section 52084(a) that the grade 9 course or the two grade 9 courses included in the program count toward completion of the graduation requirements established in subparagraph (A), (B), (C), or (D) of paragraph (1) of subdivision (a) of *EC* Section 51225.3; provided, that one of the courses included in the program shall be English.

The California Department of Education recommends that this waiver be approved for the 2006-07 school year upon the conditions that total funding to the district will not exceed two times the grade 9 enrollment of the district, and all classes will be held to the 20:1 ratio average (with no more than 22 in any one class). And since this is the second consecutive waiver approved *EC* Section 33051 (c) will apply.

Authority for Waiver: *EC* Section 33050

Period of request: July I, 2006 to June 30, 2007

Local board approval date(s): August 29, 2006

Public hearing held on date(s): August 29, 2006

Bargaining unit(s) consulted on date(s): February 24, 2006 and March 22, 2006

Name of bargaining unit/representative(s) consulted: Centinela Valley Secondary Teachers Association, Bob Wyler, Sandra Goins and Lourdes Franco.

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) District Office

Advisory committee(s) consulted: _Program Improvement District LEA Addendum Committee and Centinela Valley Union High School District's Feeder District's Articulation Committee and Administrator's Meetings.

Objections raised (choose one): ☒ None ☐ Objections are as follows:

Date(s) consulted: January 25, 2005, March 14, 2005 and March 27, 2006.

FISCAL ANALYSIS (AS APPROPRIATE)

Whether this waiver would have any fiscal impact is speculative. It depends upon what the district would do in the absence of the waiver. With the proposed condition limiting claims to two times the ninth grade enrollment in the participating schools, it is reasonable to conclude that any fiscal impact would be minor (if any).

BACKGROUND INFORMATION

Action Item: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

Attachment 1: General Waiver Request (4 Pages)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **Specific Waiver**

SUBJECT	
Request by **Santa Barbara High School District** to waive *Education Code (EC)* Section 56366.1(a), the requirement for state certification to allow an uncertified nonpublic agency, **The Language Center**, located in Santa Barbara to provide services to one special education student. Waiver Number: 1-8-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The State Board of Education has approved previous nonpublic agency certification waivers when it best meets the needs of the student under *EC* 56101.

SUMMARY OF KEY ISSUES

This waiver is necessary in order to implement the provisions of a mediation settlement agreement dated January 30, 2006. The services offered by The Language Center program are required to implement the student's program of related services as specified in the settlement agreement.

The student has been receiving these educational services from Language Center staff at the local high school. The Learning Center subsequently put in an application to become certified, and that certification was approved by the California Department of Education on August 30, 2006.

The waiver is only needed to cover the time period from February 1, 2006 to August 30, 2006 when the student was being served by the Language Center, prior to state certification being approved for that non-public agency.

Authority for the Waiver: *EC* 56101

Period of request: February 1, 2006 – August 30, 2006

Local board approval date(s): September 26, 2006

Bargaining unit(s) consulted on date(s): April 4, 2006

Name of bargaining unit(s)/representative(s): Linda Mitchell, Santa Barbara

Teacher's Association

Position of bargaining unit(s) (choose only one):

☒ Neutral ☐ Support ☐ Oppose

FISCAL ANALYSIS (AS APPROPRIATE)

No known fiscal impacts.

BACKGROUND INFORMATION

Action Item: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

Attachment 1: Specific Waiver Request (4 Pages)

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **Petition Waiver**

SUBJECT	
Petition request under *Education Code (EC)* sections 60421(d) and 60200 (g) by **Ontario-Montclair School District** to purchase non-adopted Instructional Resources (*Houghton Mifflin Mathematics*, Grade 6) using Instructional Materials Funding Realignment Program (IMFRP) monies. Waiver Number: 7-7-2006	☒ **Action** ☐ **Consent**

RECOMMENDATION

☒ Approval ☐ Approval with conditions ☐ Denial

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

This is the district's third request to use state instructional materials money for the purchase of this program which the district has used since the 2001-02 school year.

This type of petition has been approved by the State Board of Education over 39 times for districts who want to keep to a sequence K-6 in Mathematics, the Houghton Mifflin grade K-5 program was completed in time to get on the adoption list, but the 6th Grade part of the program was completed to late to be formally reviewed and approved by the SBE. However the program does address all the standards in 6th grade mathematics.

SUMMARY OF KEY ISSUES

While no SBE policy currently exists for petitions under the IMFRP, language in *EC* Section 60421(d) specifically authorizes the SBE to grant waivers for the purchase of non-adopted materials with IMFRP funds.

Ontario-Montclair School District is requesting a waiver for the use of IMFRP funds for the purchase of *Houghton Mifflin Mathematics* for Grade 6. The K-5 program was submitted and adopted under the 2001 Mathematics Adoption. The grade 6 program was completed after the state adoption of the grades K-5 program. The district is requesting a waiver for a program that would continue or extend a currently adopted program.

The district adopted grades K-5 of the *Houghton Mifflin Mathematics* program in 2002. The district's 2005 API scores are poor, with 21 of its 26 elementary schools scoring in the third decile or lower.

However a comparison of scores on the California Standards Test, math portion show that, although scores are still low, the 6th grade scores are improving over time as seen below:

	2002 STAR % 6th Grade All Students	2004 STAR % 6th Grade All Students	2006 STAR % 6th Grade All Students
Advanced	3 %	4 %	6 %
Proficient	13 %	17 %	25 %
Basic	29 %	34 %	28 %
Below Basic	41 %	36 %	31 %
Far Below Basic	14 %	9 %	10 %

In addition, a great majority of the Ontario-Montclair Elementary School District teachers have gone through AB 466 training, and a SAIT team is assisting Lincoln School.

The department recommends approval of this waiver/petition request.

Authority for Petition: *EC* Section 60421(d) and 60200(g)

Period of request: June 30, 2006, through June 30, 2008. The district requested approval through 2009, but: a) SBE instructional materials are typically granted for two year periods, and: b) the next primary mathematics adoption for kindergarten through grade eight should be completed by November 2007.

Local board approval date(s): June 15, 2006

Public hearing held on date(s): June 15, 2006

Public hearing advertised by (choose one or more):
☒ posting in a newspaper ☒ posting at each school ☒ other (District Office, Personnel, and Hardy Center)

FISCAL ANALYSIS (AS APPROPRIATE)

The district provided the following information:

Year	Amount Needed for Grade 6 Mathematics Material	Estimated IMFRP Funds Allocation	Percent of IMFRP Funds Needed for Grade 6 Mathematics Materials
2006-07	$26,000	$901,419	2.8%
2007-08	$26,000	$901,419	2.8%

BACKGROUND INFORMATION

Action Item: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

Attachment 1: Petition Request (3 Pages)

ITEM #W-10

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **General Waiver**

SUBJECT	
Request by six local educational agencies (LEA) 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 fifth time that the State Board of Education (SBE) has heard this type of waiver request as the deadline was 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 LEAs are now all aware of this important change in the timeline and must submit 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 November 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 2004-2005 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 (2 pages)

LEAs Requesting Waiver of State Testing Apportionment
Information Report Deadline – September 2006

LEA Name	Waiver No.	Test Report Missing	Report Submitted Now?	Amount of Reimbursement
Dixon Unified School District	22-8-2006	CELDT	Yes	$4,395.00
Harmony Union School District	07-09-2006	CELDT	Yes	$50.00
Keyes School District	13-08-2006	CELDT	Yes	$1,750.00
Ross Valley Elementary School District	02-10-2006	CELDT	Yes	$ 500.00
San Joaquin County Office of Education	06-08-2006	CELDT	Yes	$820.00
San Pasqual Valley Unified School District	01-10-2006	CELDT	Yes	$1,060.00
TOTAL				$8,575.00

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2006 AGENDA

☒ **Federal Waiver**

SUBJECT	
Request by **Chino Valley Unified School District (USD)** for a renewal waiver of No Child Left Behind Act (NCLB); Title IV, Part A, Section 4115 (a)(1)(c) to use Safe and Drug Free Schools and Communities funds to support the cost of ***The Great Body Shop*** - a Comprehensive Health, Substance Abuse, and Violence Prevention Program. Waiver Number: Fed-16-2006	☒ **Action** ☒ **Consent**

RECOMMENDATION

☐ Approval ☒ Approval with conditions ☐ Denial

That the Chino Valley USD must submit another waiver extension request to the Safe and Healthy Kids Program Office (SHKPO) no later than August 2007. This request must describe Southern Illinois University's progress in evaluating the effectiveness of *The Great Body Shop* program and describe the status of efforts to have the program listed on the National Register of Evidence-based Programs and Practices. The district must be willing to take part in a formal evaluation, if requested.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

State Board of Education (SBE) Policy 03-01 contains guidelines for approval of applications for waiver of the NCLB requirements that Title IV funds be used for "science-based" prevention programs.

The SBE has previously approved several first time waivers, including one from this district, for the use of *The Great Body Shop*. This is the first request for a renewal after the two year initial approval.

SUMMARY OF KEY ISSUES

Chino Valley USD requests a renewal of the waiver so that the local educational agency (LEA) may use the "promising" prevention program, *The Great Body Shop*. This same program is currently being used with a SBE waiver in six local educational agencies in California.

The original waiver for use of this program in the Chino Valley USD referenced a study by Southern Illinois University, and one year's worth of data and the evaluation of *The Great Body Shop* has been submitted to the Substance Abuse and Mental Health Services Administration's *National Registry of Evidence-based Programs and Practices* (NREPP) in the summer of 2006. This agency is one of four reputable agencies that may designate a new program as "science-based."

Preliminary data on that evaluation is promising, but a little more time is necessary to allow NREPP to complete the review. This process been delayed somewhat as NREPP is revamping it's program review process, and has not yet completed it's evaluation of *The Great Body Shop.*

In accordance with SBE Policy 03-01, the following three conditions must be satisfied before the use of a "promising" prevention program may be approved with a waiver:

1. Is the program innovative?
2. Does the program demonstrate substantial likelihood of success?

The two conditions for innovation and substantial likelihood of success are satisfied because the program has been designated as "promising" by the *NREPP*. SBE Policy 03-01 lists the *NREPP* as one of the reputable agencies that may designate a new program as "science-based."

3. Is there a plan and timeline for submitting the program for review and recognition?

The third condition requires that the evaluation of the program be reviewed by one of the science-based program designating agencies. The waiver request meets this criterion because data from the Southern Illinois University evaluation of *The Great Body Shop* has been submitted to the Substance Abuse and Mental Health Services Administration's *National Registry of Evidence-based Programs and Practices* (NREPP) for review and potential addition NREPP's list of science-based programs. Also, Chino Valley USD has committed to participating in the data collection process for any future study if requested.

The California Department of Education recommends that this renewal waiver request be approved for one additional year to allow NREPP's evaluation of the program to be completed.

Authority for Waiver: NCLB, Title IV, Part A, Section 4115(a)(3)

Period of request: November 2006-November 2007

Local board approval date(s): August 17, 2006

FISCAL ANALYSIS (AS APPROPRIATE)

Waiver approval will allow the District to use Title IV, Safe and Drug Free Schools and Communities funds for the purchase of a promising program.

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: Federal Waiver Request (2 Pages)