

Agenda--April 9-10, 2003

California State Board of Education (SBE) meeting agenda.

FULL BOARD Public Session

AGENDA

April 9-10, 2003

All Items within the Agenda are Portable Document Format (PDF) Files. And you'll need Adobe Acrobat Reader to open them.

[Schedule of Meeting and Closed Session Agenda](#) (PDF; 171KB; 4pp.)

Wednesday, April 9, 2003 - 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 (March 2003 Meeting)
- Announcements
- Communications
- REPORT OF THE SUPERINTENDENT
- SPECIAL PRESENTATIONS

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

ITEM 1 (PDF; 107KB; 4pp.)	STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; and other matters of interest.	INFORMATION ACTION
--	--	-----------------------

ITEM 2 (PDF; 74KB; 1p.)	PUBLIC COMMENT. Public Comment is invited on any matter <u>not</u> 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 (PDF; 69KB; 1pp.)	No Child Left Behind (NCLB) Act, Including, But Not Limited to, Updates on NCLB <ul style="list-style-type: none">• Supplemental (Green) (PDF; 151KB; 7pp.)	INFORMATION ACTION
---	---	-----------------------

ITEM 4 (PDF; 67KB; 1p.)	Further discussion of the definition of Highly Qualified Teachers for the No Child Left Behind (NCLB) Act.	INFORMATION
--	--	-------------

[ITEM 5](#) No Child Left Behind (NCLB): School Accountability Report Card (SARC). ACTION
 (PDF; 80KB; 1p.)

- [Supplemental](#) (Green) (PDF; 432KB; 52pp.)
- [Last Min.](#) (Blue) (PDF; 19KB; 4pp.)

[ITEM 6](#) The May 1, 2003 submission of the State Plan to the United States Department of Education of specified information pertaining to the No Child Left Behind (NCLB) Act, including but not limited to: Goals and Indicators; Setting State Targets; AYP Baseline Data; Adopting academic content standards in math and reading; Developing and implementing required assessments in science; Setting academic achievement standards in science; Evidence of single accountability system; Standards and objectives for English proficiency; Participation rate for statewide assessment; 10 th grade common core assessments. INFORMATION ACTION

- [Supplemental](#) (Green) (PDF; 431KB; 58pp.)

[ITEM 7](#) Guidelines for Administering, Scoring and Reporting Locally Adopted Tests of Achievement for Use as Indicators in the Alternative Schools Accountability Model. ACTION
 (PDF; 42KB; 6pp.)

[ITEM 8](#) Preliminary information for determining adequate yearly progress (AYP) using ASAM indicators for schools that have fewer than the required minimum number of valid test scores. INFORMATION

- [Supplemental](#) (Green) (PDF; 132KB; 6pp.)

[ITEM 9](#) Reading First Program-Criteria for Selection of Independent, External Evaluator. ACTION
 (PDF; 77KB; 1pp.)

- [Last Min.](#) (Blue) (PDF; 20KB; 4pp.)

[ITEM 10](#) Standardized Testing and Reporting (STAR) Program: Including, but not limited to, STAR Program Update. INFORMATION ACTION
 (PDF; 59KB; 1p.)

[ITEM 11](#) Golden State Exam (GSE) Program: Including, but not Limited to, Update on the GSE Program. INFORMATION ACTION
 (PDF; 63KB; 1p.)

- [Supplemental](#) (Green) (PDF; 84KB; 2pp.)

[ITEM 12](#) California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE Program Update. INFORMATION ACTION
 (PDF; 60KB; 1 p.)

- [Last Min.](#) (Blue) (PDF; 10KB; 2pp.)

[ITEM 13](#) California English Language Development Test (CELDT): 2002 Final Annual Assessment Results. INFORMATION ACTION
(PDF; 70KB; 1pp.)
• [Supplemental](#) (Green) (PDF; 156KB; 7pp.)

[ITEM 14](#) California English Language Development Test (CELDT): Including, but not limited to, Contractor Summary of Improvements. INFORMATION ACTION
(PDF; 167KB; 10pp.)

[ITEM 15](#) Assignment of Numbers for Charter School Petitions. ACTION
(PDF; 92KB; 3pp.)
• [Supplemental](#) (Green) (PDF; 66KB; 2pp.)

[ITEM 16](#) 2002-03 (and beyond) determination of funding requests from charter schools pursuant to Senate Bill 740 (Chapter 892, Statutes of 2001), specifically Education Code Sections 47612.5 and 47634.2. ACTION
(PDF; 94KB; 5pp.)

[ITEM 17](#) Permanent Regulations Pertaining to Annual Financial Reporting for all K-12 Local Educational Agencies, including Charter Schools, as Required by Assembly Bill 1994 (Chapter 1058, Statutes of 2002). INFORMATION ACTION
(PDF; 69KB; 1p.)
• [Supplemental](#) (Green) (PDF; 167KB; 10pp.)

PUBLIC HEARING

The Public Hearing on the following item will be held at or after 2:00 p.m. as the business of the State Board of Education permits.

[ITEM 18](#) Permanent Regulations Regarding Claims for Average Daily Attendance for Pupils Over the Age of 19 by Charter Schools and Charter Granting Entities. PUBLIC HEARING ACTION
(PDF; 191KB; 10pp.)
• [Last Min.](#) (Blue) (PDF; 23KB; 2pp.)

END OF PUBLIC HEARING

[ITEM 19](#) Request by the Academy of Culture and Technology to Approve a Petition to Become a Charter School Under the Oversight of the State Board of Education. INFORMATION ACTION
(PDF; 86KB; 2pp.)
• [Supplemental](#) (Green) (PDF; 215KB; 21pp.)

[ITEM 20](#) Legislative Update: Including, but not limited to, information on committee appointments and legislation. INFORMATION ACTION
(PDF; 62KB; 1p.)
• [Supplemental](#) (Green) (PDF; 193KB; 9pp.)

[ITEM 21](#) Title 5 Regulations on Administration of Medication to Pupils at Public Schools. INFORMATION
 (PDF; 125KB; 2pp.)

[ITEM 22](#) Approval of Local Educational Agencies (LEAs) applications for funding under The ACTION
 Principal Training Program (AB 75).
 (PDF; 87KB; 2pp.)

[ITEM 23](#) AB 75 Principal Training Program (Chapter 697, Statutes of 2001): Including, but not INFORMATION
 Limited to, Modifications and Clarifications of Criteria and Guidelines for Provider ACTION
 Applicants and Local Education Agencies.
 (PDF; 80KB; 1 p.)

- [Supplemental](#) (Green) (PDF; 523KB; 30pp.)

[ITEM 24](#) High Priority Schools Grant Program-New Implementation Grant Awards. ACTION
 (PDF; 127KB; 5pp.)

- [Supplemental](#) (Green) (PDF; 125KB; 4pp.)

[ITEM 25](#) Report of the Curriculum Development and Supplemental Materials Commission. INFORMATION
 (PDF; 63KB; 1 p.) ACTION

- [Supplemental](#) (Green) (PDF; 500KB; 31pp.)

[ITEM 26](#) Approval of 2002-2003 Consolidated Applications. ACTION
 (PDF; 85B; 2pp.)

- [Supplemental](#) (Green) (PDF; 62KB; 2pp.)

WAIVER REQUESTS

CONSENT MATTERS

HIGH SCHOOL EXIT EXAMINATION (special education students)

[ITEM WC-1](#) Request by Pleasanton Unified School District to waive *Education Code* ACTION
 (PDF; 98KB; 2pp.) *Section 60851(a)*, "the requirement to successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school" for one special education student.
 CDSIS-17-12-2002
 (Recommended for APPROVAL)

[ITEM WC-2](#) Request by San Diego Unified School District to waive *Education* ACTION
 (PDF; *Code Section 60851(a)*), "the requirement to successfully pass the exit

99KB; examination as a condition of receiving a diploma of graduation or a condition
2pp.) of graduation from high school" for seven special education students.
CDSIS-29-1-2003
(Recommended for APPROVAL)

INSTRUCTIONAL MATERIALS SUFFICIENCY (Audit Findings)

[ITEM WC-3](#) Request by seven school districts for a retroactive waiver of **Education Code** ACTION
(PDF; (EC) Section 60119 regarding Annual Public Hearing on the availability of
114KB; textbooks or instructional materials. These districts have audit findings for fiscal
4pp.) year 2001-2002 that they 1) failed to hold the public hearing, or 2) failed
to properly notice (10 days) the public hearing and/or 3) failed to
post the notice in the required three public places.
CDSIS-18-2-2003 - Alvina Elementary School District
CDSIS-09-2-2003 - Belridge School District
CDSIS-02-3-2003 - Chualar Union Elementary School District
CDSIS-33-2-2003 - Live Oak Unified School District
CDSIS-09-3-2003 - Los Gatos-Saratoga Joint Union High S.D.
CDSIS-15-1-2003 - Orange Center Elementary School District
CDSIS-19-2-2003 - Pope Valley School District
(Recommended for APPROVAL)

NONPUBLIC SCHOOL/AGENCY (annual certification)

[ITEM WC-4](#) Request by Los Angeles Unified School District to waive **Education Code** ACTION
(PDF; (EC) section 56366.1(g), the August 1 through October 31 timeline on annual
106KB; certification renewal application for Total Education Solutions .
1pp.) CDSIS-28-1-2003
(Recommended for APPROVAL)

[ITEM WC-5](#) Request by the Bonita Unified School District to waive **Education Code** (EC) ACTION
(PDF; Section 56366.1(g), the August 1 through October 31 timeline requirement on annual
83KB; certification renewals for Le Roy Boys Secondary School .
1pp.) CDSIS-8-2-2003
(Recommended for APPROVAL)

RESOURCE SPECIALIST CASELOAD

[ITEM WC-6](#) Request by Oak Grove School District to waive **Education Code** (EC) 56362 ACTION
(PDF; (c); allowing the caseload of the resource specialist to exceed the maximum caseload
92KB; of 28 students by no more than four students. Resource Specialist Karen Priest
2pp.) assigned at Sakamoto Elementary.
CDSIS-1-2-2003
(Recommended for APPROVAL)

[ITEM WC-7](#) Request by Needles Unified School District to waive **Education Code** (EC) ACTION
(PDF; Section 56362 (c); allowing the caseload of the resource specialist to exceed the
87KB; maximum caseload of 28 students by no more than four students. For Resource
2pp.) Specialist Edward Campbell assigned at Needles Middle School.

CDSIS-39-2-2003
(Recommended for APPROVAL)

SUMMER SCHOOL MEAL MANDATE (renewal)

- [ITEM WC-8](#) Request by 10 school districts for a renewal to waive *Education Code* Section 49550, ACTION
(PDF; the State Meal Mandate during the summer school session.
86KB; (See list attached)
2pp.) (Recommended for APPROVAL)
-

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.

COMMUNITY DAY SCHOOL

- [ITEM W-1](#) Request by Corcoran Unified School District for a waiver of *Education Code* ACTION
(PDF; Section 48661(a) relating to the placement of a community day school on the same
84KB; site as a continuation high school for the 2003-2004 school year.
2pp.) CDSIS-2-2-2003
(Recommended for APPROVAL)
- [Last Min.](#) (Blue) (PDF; KB; pp.)
-

CONCURRENT ENROLLMENT COMMUNITY COLLEGE/HIGH SCHOOL

- [ITEM W-2](#) Request by City of Santa Rosa High School District to waive *Education Code* ACTION
(PDF; (E.C.) section 76001(h)(i), the five percent (5%) limit on the number of high school
95KB; students enrollment in a community college. The request is to go up to 25% .
2pp.) CDSIS-19-1-2003
(Recommendation will be in Supplemental Mailing)
-

HIGH SCHOOL EXIT EXAMINATION (special education students)

- [ITEM W-3](#) Request by San Diego City Unified District to waive *Education Code* Section ACTION
(PDF; 60851 (a), "the requirement to successfully pass the exit examination as a condition
101KB; of receiving a diploma of graduation or a condition of graduation from high school" for
2pp.) nineteen special education students.
CDSIS-1-12-2002
(Recommended for APPROVAL)
-

- [ITEM W-4](#) Request by Fallbrook Union High School District to waive *Education Code* ACTION
(PDF; Section 60851 (a), "the requirement to successfully pass the exit examination as a
94KB; condition of receiving a diploma of graduation or a condition of graduation from high
2pp.) school" for one special education student.

CDSIS-8-3-2003
(Recommended for APPROVAL)

INSTRUCTIONAL MATERIALS

[ITEM W-5](#) General waiver request of *Education Code* Sections 60450 (b) and 60451(b) -Schiff- ACTION
(PDF; Bustamante Standards-Based Instructional Materials Program by Victor
93KB; Elementary School District to purchase non-adopted Instructional Resources (*Houghton Mifflin Mathematics, Grade 6*) using Schiff-Bustamante Funds.
2pp.) CDSIS-15-2-2003
(Recommended for APPROVAL)

INSTRUCTIONAL TIME PENALTY

[ITEM W-6](#) Request by Emery Unified School District for fiscal year 2000-2001 to waive ACTION
(PDF; *Education Code* (*EC*) Section 46201(c), the requirement to offer 64,800 minutes at
105KB; the ninth through twelve grades at Emery High School. For fiscal year 2001-2002 ,
2pp.) Emery Unified School District requests a waiver for *Education Code* Section
46201(d), the requirement to offer 64,800 minutes at the ninth through twelve grades
at Emery High School .
CDSIS-10-1-2003
CDSIS-25-3-2003
(Recommended for APPROVAL WITH CONDITIONS)

NONPUBLIC SCHOOL/AGENCY (child specific)

[ITEM W-7](#) Request by Soquel Union Elementary School District to waive *Education* ACTION
(PDF; *Code* (EC) Section 56366.1 (a), certification for an uncertified nonpublic school,
83KB; Wediko Children's Services Inc. located in Windsor, New Hampshire to
2pp.) provide services to one special education student, Michael N.
CDSIS-1-10-2002
(Recommended for APPROVAL)

RESOURCE SPECIALIST CASELOAD

[ITEM W-8](#) Request by Alhambra School District to waive *Education Code* (EC) 56362 (c), ACTION
(PDF; which allows the district to exceed the maximum caseload of 28 students (but not
106KB; more than 32) for Resource Specialist Janine Lai assigned at Ynez
2pp.) Elementary.
CDSIS-25-1-2003
(Recommended for APPROVAL)

SUPPLEMENTAL INTERVENTION FUNDS

[ITEM W-9](#) Request by Fresno Unified School District to waive *Education Code* (EC) section ACTION
(PDF; 37252(e) to allow the district to receive funds made available for "intervention funds" in
114KB; the time periods specified by statute to be used throughout the regular school
8pp.) day (specific waiver authority EC 37252.1(a)(1)(A)) and EC 37202, the equity length of

time requirement (general waiver authority) for students at Cooper Middle School .
CDSIS-40-2-2003
(Recommended for APPROVAL WITH CONDITION)

SUMMER SCHOOL MEAL MANDATE (renewal)

ITEM W-10 (PDF; 113KB; 2pp.)	Request by Dunsmuir Joint Union School District for a renewal to waive <i>Education Code</i> (EC) section 49550, the State Meal Mandate during the summer school session. CDSIS-16-2-2003 (Recommended for DENIAL)	ACTION
---	--	--------

Thursday, April 10, 2003 - 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

Announcements

Communications

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

SPECIAL PRESENTATIONS

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

ITEMS DEFERRED FROM WEDNESDAY'S SESSION

PLEASE NOTE THAT ALL AGENDA ITEMS ARE SCHEDULED FOR WEDNESDAY,

APRIL 9, 2003, BUT NOTICE IS GIVEN THAT ANY ITEM MAY BE HELD OVER TO THURSDAY, APRIL 10, 2003, IF NECESSARY.

THE STATE BOARD OF EDUCATION INTENDS TO ACCOMPLISH ALL OF ITS WORK IN A SINGLE DAY, BUT THE STATE BOARD RESERVES THE RIGHT TO EXTEND THE MEETING TO THURSDAY, APRIL 10, 2003, IF NECESSARY.

ADJOURNMENT OF MEETING

For more information concerning this agenda, please contact Rae Belisle, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, 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/).

[<http://www.cde.ca.gov/be/ag/ag/>]

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

Last Reviewed: Monday, November 21, 2011

California Department of Education
[Mobile site](#) | [Full site](#)

CALIFORNIA STATE BOARD OF EDUCATION

State Board Members

Reed Hastings, President
Joe Nuñez, Vice President

Robert J. Abernethy
Don Fisher
Nancy Ichinaga
Carol S. Katzman
Stephanie H. Lee
Suzanne Tacheny
Curtis Washington
Vacancy
Vacancy

Secretary & Executive Officer
Hon. Jack O'Connell

Executive Director
Rae Belisle

AGENDA

April 9-10, 2003

SCHEDULE OF MEETING

LOCATION

Wednesday, April 9, 2003

9:00 a.m. ±

STATE BOARD OF EDUCATION

Closed Session – IF NECESSARY

(The public may not attend.)

California Department of Education

1430 N Street, Room 1101

Sacramento, California

(916) 319-0827

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

CLOSED SESSION AGENDA

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

- *Amy v. California Dept. of Education, et al.*, Los Angeles County Superior Court, Case No. 99CV2644LSP
- *Boyd, et al. v. State of California, et al.*, Sacramento County Superior Court, Case No. 01CS00136
- *Brian Ho, et al., v. San Francisco Unified School District, et al.*, United States District Court, Northern District of California, Case No. C-94-2418 WHO
- *California Association of Private Special Education Schools, et al., v. California Department of Education, et al.*, Los Angeles County Superior Court, Case No. BC272983
- *California Department of Education, et al., v. San Francisco Unified School District, et al.*, San Francisco Superior Court, Case No. 994049 and cross-complaint and cross-petition for writ of mandate and related actions
- *California State Board of Education v. Delaine Eastin, the Superintendent of Public Instruction for the State of California*, Sacramento County Superior Court, Case No. 97CS02991 and related appeal
- *Californians for Justice Education Fund, et al v. State Board of Education*, San Francisco City/County Superior Court, Case No. CPF-03-50227
- *Campbell Union High School District. et al., v. State Board of Education et al.*, Sacramento Superior Court, Case No. 99CS00570

For more information concerning this agenda, please contact Rae Belisle, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, CA, 95814; P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 319-0827; fax (916) 319-0176. 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 website: www.cde.ca.gov/board.**

- *Chapman, et al., v. California Department of Education, et al.*, United States District Court, Northern District of California, Case No. C-01-1780 BZ
- *City Council of the City of Folsom v. State Board of Education*, Sacramento County Superior Court, Case No. 96-CS00954
- *Coalition for Locally Accountable School Systems v. State Board of Education*, Sacramento County Superior Court, Case No. 96-CS00939
- *Comité de Padres de Familia v. Honig*, Sacramento County Superior Court, Case No. 281124; 192 Cal.App.3d 528 (1987)
- *Crawford v. Honig*, United States District Court, Northern District of California, C-89-0014 DLJ
- *CTA, et al. v. Wilson*, United States District Court, Central District of California, Case No. 98-9694 ER (CWx) and related appeal
- *Daniel, et al v. State of California, et al.*, Los Angeles Superior Court, Case No. B C214156.
- *Donald Urista, et al. v. Torrance Unified School District, et al.*, United States District Court, Central District of California, Case No. 97-6300 ABC
- *Educational Ideas, Inc. v. State of California, et al.*, Sacramento Superior Court, Case No. 00CS00798
- *Emma C. et al. v. Delaine Eastin et al.*, United States District Court, Northern District of California, Case No. C 96 4179
- *Ephorm, et al., v. California Board of Education, et al.*, Los Angeles Superior Court, Case No. TC013485
- *Larry P. v. Riles*, 495 F.Supp 926 (N.D. Ca. 1979) aff'd in part, rev'd in part, 793 F.2d 969 (9th Cir. 1986)
- *Maria Quiroz, et al. v. State Board of Education, et al.*, Sacramento County Superior Court, Case No. 97CS01793 and related appeal
- *Maureen Burch, et al. v. California State Board of Education*, Los Angeles County Superior Court, Case No. BS034463 and related appeal
- *McNeil v. State Board of Education*, San Mateo County Superior Court, Case No. 395185
- *Meinsen et al. v. Grossmont Unified School District et al.*, C 96 1804 S LSP, U.S. District Court, Southern District of California (pending)
- *Ocean View School District, et al. v SBE, et al.*, Superior Court of San Francisco, Case No. CGC-02-406738
- *Pazmino, et al. v. California State Board of Education, et al.*, San Francisco City/County Superior Court., Case No. CPF-03-502554
- *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 Angeles County Superior Court, Case No. BC174282
- *San Francisco NAACP v. San Francisco Unified School District, et al.*, United States District Court, Northern District of California, Case No. 78-1445 WHO
- *San Mateo-Foster City School District, et al., v. State Board of Education*, San Mateo County Superior Court, Case No. 387127
- *San Rafael Elementary School District v. State Board of Education, et. al.*, Sacramento Superior Court, Case No. 98-CS01503 and related appeal
- *Shevtsov v. California Department of Education*, United States District Court, Central District of California, Case No. CV 97-6483 IH (CT)
- *Valeria G., et al. v. Wilson, et al.*, United States District Court, Northern District of California, Case No. C-98-2252-CAL; *Angel V. v. Davis*, Ninth Circuit No. 01-15219
- *Wilkins, et al., v. California Board of Education, et al.*, Los Angeles Superior Court, Case No. TC014071
- *Williams, et al. v. State of California, et al.*; San Francisco Superior Court, Case No. 312236
- *Wilson, et al. v. State Board of Education, et al.*; Los Angeles Superior Court, Case No. BC254081

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

For more information concerning this agenda, please contact Rae Belisle, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, CA 95814; P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 319-0827; fax (916) 319-0176. 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 website: www.cde.ca.gov/board.**

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

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

PLEASE NOTE THAT ALL AGENDA ITEMS ARE SCHEDULED FOR WEDNESDAY, APRIL 9, 2003, BUT NOTICE IS GIVEN THAT ANY ITEM MAY BE HELD OVER TO THURSDAY, APRIL 10, 2003, IF NECESSARY.

THE STATE BOARD OF EDUCATION INTENDS TO ACCOMPLISH ALL OF ITS WORK IN A SINGLE DAY, BUT THE STATE BOARD RESERVES THE RIGHT TO EXTEND THE MEETING TO THURSDAY, APRIL 10, 2003, IF NECESSARY.

Wednesday April 9, 2003

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.

ONLY IF NECESSARY

Thursday, April 10, 2003

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.

For more information concerning this agenda, please contact Rae Belisle, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, CA 95814; P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 319-0827; fax (916) 319-0176. 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 website: www.cde.ca.gov/board.**

Thursday April 10, 2003

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 Wednesday, April 9, 2003. The State Board gives notice that any item scheduled for Wednesday, April 9, 2003, may be held over to Thursday, April 10, 2003. 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, P.O. Box 944272, Sacramento, CA, 94244-2720; telephone, (916) 319-0827; fax, (916) 319-0176.

For more information concerning this agenda, please contact Rae Belisle, Executive Director of the California State Board of Education, or Deborah Franklin, Education Policy Consultant, at 1430 N Street, Room 5111, Sacramento, CA 95814; P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 319-0827; fax (916) 319-0176. 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 website: www.cde.ca.gov/board.**



APRIL 2003 AGENDA

<p>SUBJECT: STATE BOARD PROJECTS AND PRIORITIES. Including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; and other matters of interest.</p>	<p><input checked="" type="checkbox"/> INFORMATION <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> PUBLIC HEARING</p>
--	---

RECOMMENDATION:

Consider and take action (as necessary and appropriate) regarding State Board Projects and Priorities, including, but not limited to, future meeting plans; agenda items; State Board office budget; staffing, appointments, and direction to staff; declaratory and commendatory resolutions; update on litigation; bylaw review and revision; review of the status of State Board-approved charter schools as necessary; and other matters of interest.

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, and other matters of interest. The State Board has asked that this item be placed appropriately on each agenda.

Summary of Key Issue(s).

N/A

Fiscal Analysis (as appropriate).

N/A

Background Information Attached to this Agenda Item.

Proposed 2004 Meeting Calendar.
2003 Agenda Planner.
State Board Bylaws (as amended April 11, 2001).

PROPOSED 2004 STATE BOARD OF EDUCATION MEETING SCHEDULE

This proposed schedule is based on the current Board bylaws that call for meetings to be held on the Wednesday and Thursday preceding the second Friday of each month.

If the State Board desires a different meeting schedule, minor technical changes to the Board bylaws would be necessary.

January 7-8
February 10-11*
March 10-11
April 7-8
May 12-13
June 9-10
July 7-8
September 8-9
October 6-7
November 9-10*
December 8-9

*Tuesday-Wednesday meeting due to Lincoln's Birthday Holiday on Thursday, February 12, and Veteran's Day Holiday Thursday, November 11.

AGENDA PLANNER 2003

APRIL 9-10, 2003 MEETINGSACRAMENTO

Other Activities of Interest to the State Board:

- NCLB Liaison Team, Sacramento, April 3
- Advisory Commission on Charter Schools, Sacramento, April 11
- Advisory Commission on Special Education, Sacramento, April 23-25

MAY 7-8, 2003.....SACRAMENTO

Board Meeting

- STAR, draft proposed revisions to parent report format
- CAHSEE, independent evaluation report

Other Activities of Interest to the State Board:

- NCLB Liaison Team, Sacramento, May 5
- Curriculum Development and Supplemental Materials Commission, Sacramento, May 15-16
- Advisory Commission on Charter Schools, Sacramento, May 22
- Advisory Commission on Special Education, Sacramento, May 21-23

JUNE 11-12, 2003.....SACRAMENTO

Board Meeting

- STAR, proposed revisions to parent report format
- CAHSEE, update/action as necessary
- No Child Left Behind Act, provide new list of approved supplemental educational service providers

Other Activities of Interest to the State Board:

- Advisory Commission on Charter Schools, Sacramento, June 18

JULY 9-10, 2003.....SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, update/action as necessary, including decision on deferring passage of the exam as a requirement of graduation per AB 1609.

AUGUST 2003..... NO MEETING SCHEDULED

AGENDA PLANNER 2003

SEPTEMBER 10-11, 2003.....SACRAMENTO

Board Meeting

- STAR, analysis of 2003 STAR and CAHSEE data and relationship between student performance on both tests
- CAHSEE, presentation of state-by-state review of current practices in high school exit exams

Other Activities of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, September 17-19

OCTOBER 8-9, 2003SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, feasibility and cost/benefits of using STAR performance as a supplement to CAHSEE

NOVEMBER 12-13, 2003.....SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, discussion of using STAR performance as a supplement to CAHSEE
- Student Advisory Board on Education, presentation of recommendations
- Interviews of candidates for 2003-04 Student Member of the State Board

Other Activities of Interest to the State Board:

- Curriculum Development and Supplemental Materials Commission, Sacramento, November 6-7

DECEMBER 10-11, 2003SACRAMENTO

Board Meeting

- STAR, update/action as necessary
- CAHSEE, additional discussion of policy issues related to using STAR performance as a supplement to CAHSEE
- Nomination of State Board Officers



CALIFORNIA STATE BOARD OF EDUCATION ITEM # 2_____

APRIL 2003 AGENDA

SUBJECT: PUBLIC COMMENT. Public Comment is invited on any matter <u>not</u> 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.	<input type="checkbox"/>	ACTION
	<input checked="" type="checkbox"/>	INFORMATION
	<input type="checkbox"/>	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 Issue(s).

N/A.

Fiscal Analysis (as appropriate).

N/A.

Background Information Attached to this Agenda Item.

None.



APRIL 2003 AGENDA

SUBJECT	X	ACTION
No Child Left Behind (NCLB) Act, Including, But Not Limited to, Updates on NCLB	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Receive monthly updates on the progress of NCLB and take action as required.

Summary of Previous State Board of Education Discussion and Action

On May 30, 2002, the State Board of Education approved California's Consolidated State Application for NCLB. This application was submitted to the United States Department of Education on June 12, 2002 and subsequently approved on July 1, 2002. Subsequently, the SBE approved the contents of the Consolidated State Application Accountability Workbook on January 8, 2003 for submission to the U.S. Department of Education on January 31, 2003. The Workbook is subject to a peer review process that is now underway.

Summary of Key Issue(s)

California's approved Consolidated State Application and the NCLB Act require that many activities and decisions be accomplished over the next eight months. This standing item will allow CDE and SBE staff to brief the Board on timely topics such as new federal regulations and Guidance, the status of data collection as required by NCLB, and implementation efforts, such as the provision of supplemental services and the distribution of annual state and local report cards. Topics for discussion include the Local Education Agency (LEA) Plan, a survey of districts' implementation of supplemental services, and the NCLB Accountability Workbook peer review process.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

In order to provide the most up-to-date information, this item will consist primarily of oral presentation and handouts at the meeting.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: March 11, 2003

From: Camille Maben and Diane Levin

Re: ITEM # 3

Subject NO CHILD LEFT BEHIND

This standing item will allow CDE and SBE staff to brief the board on timely topics related to NCLB. Topics for discussion include the Local Education Plan, a survey of districts' implementation of supplemental services, and the NCLB Accountability Workbook peer review process. Additionally, the Annual Measurable Objectives for English Learners that were originally due with the May submission have been postponed until September. Jan Mayer will update the board on the progress of establishing the Annual Measurable Objectives.

Title III Accountability Issues in No Child Left Behind (NCLB)

This is the first of three papers that identify issues that the SBE must resolve in order to meet the requirements of Title III of NCLB. The SBE's task is to define two annual measurable achievement objectives (AMAOs) for limited-English-proficient (LEP) students. Schools will be held accountable for meeting these standards.

The two AMAOs that need to be defined are:

1. Gains in the percentage of children meeting annual California English Language Development Test (CELDT) growth objectives.
2. Annual increases in the percentage of students attaining English language proficiency as demonstrated by the CELDT.

This paper has five sections: a) a revised timetable for SBE information and action; b) guiding principles that should inform the SBE's deliberations; c) an explanation of how CELDT meets the requirements for Title III; d) a discussion of issues that the SBE must resolve in conjunction with Objective 1; and, e) analyses of CELDT data that will be useful for the SBE in its deliberations.

I. Revision to Timetable

The United States Department of Education informed the Title III State Directors on March 17, that the deadline for the submission of the AMAOs has been moved to September 1, 2003 to coincide with the submission of the English language proficiency baseline data. In addition, the USDE indicated that it would be releasing further guidance in the next few weeks on the AMAOs and the submission of baseline data. In order to meet the new deadline and to give the SBE sufficient time to make the policy decisions about the AMAOs we propose the following timetable.

April Board

- Guiding Principles for the Establishment of AMAOs
- Preliminary Information on Objective 1: Gains in the percentage of children meeting annual CELDT growth objectives
 - Growth metric
 - Differential growth rates depending upon student proficiency level

May Board

- Percentage of schools that would meet Objective 1 given different cut points and growth targets
- Information on Objective 2: Annual increases in the percentage of students attaining English language proficiency.
 - Definition of English language proficiency
 - Percentage of schools that would meet Objective 2 given different cut points and growth targets

June Board

- Decision on Objective 1: Gains in the percentage of children meeting annual CELDT growth objectives
- Decision on Objective 2: Annual increases in the percentage of students attaining English language proficiency

July Board

- English language proficiency baseline data from the 2002 administration of the CELDT for submission to USDE as required by NCLB.

II. Guiding Principles for the Establishment of the AMAOs

- 1) The AMAOs must accurately measure the progress schools have made in increasing the proficiency of their English learners.
- 2) The AMAOs should define rigorous yet achievable objectives.
- 3) Reliable and valid data will be used in the definition of the AMAOs.
- 4) The accountability system should be kept as simple as possible and be understandable to teachers, students and parents.

III. NCLB Requirements for English Language Development Assessment

NCLB requires that each state conduct an annual assessment of the English language proficiency of their LEP students based on the state's English language development standards. California is in a good position to meet these requirements given that the CELDT is based on California's English-Language Development Standards. However, in order to conform to NCLB, a comprehension score will need to be developed, and reading and writing will need to be tested in kindergarten and first grade. Details concerning these modifications to the CELDT will be presented to SBE in June.

IV. Issues Related to Objective 1: Gains in the percentage of children meeting annual CELDT growth objectives

- A. What is the metric that we should use to report gains in the percentage of children meeting CELDT growth objectives?

The choices of scoring metric include scaled scores and proficiency level scores. The four grade level forms of the CELDT were designed to reflect material that is appropriate to each of the grade levels tested. The test publisher has reported that scaled scores on the CELDT are not designed to be used across the different grade level forms. A more appropriate scoring metric for the CELDT is changes in the proficiency level scores. State Board approved the five proficiency levels on the CELDT: beginning, early intermediate, intermediate, early advanced and advanced. The standard setting procedures identified the cut score for each of the proficiency levels. The use of these five proficiency level scores would provide more reliable data for the AMAOs. In addition, educators are used to receiving test score information by proficiency level.

Recommendation: Use changes in proficiency level scores to determine growth.

B. Should the Overall Proficiency Level score or Skill Area scores be used?

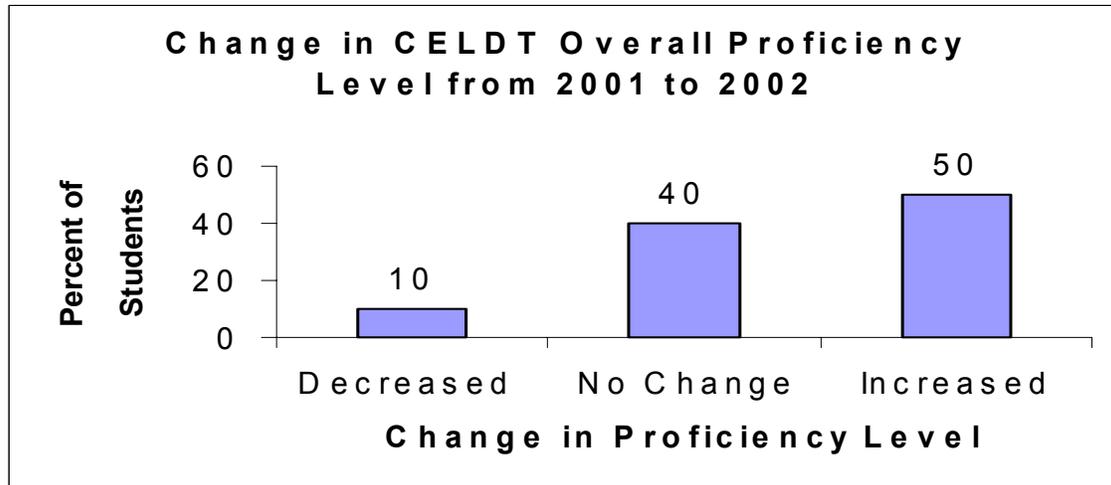
The CELDT currently yields three skill area scores and an overall proficiency score. The skill areas are: listening/speaking (at grades K-12), reading (grades 2-12) and writing (2-12). The Overall Proficiency Level scores, which are a composite of the skill scores, are more reliable and would provide a simpler more understandable accountability objectives.

Recommendation: Use the Overall Proficiency Level scores in the development of the AMAOs.

V. Analysis of 2001 and 2002 CELDT Data

A. Change in overall proficiency level from 2001 to 2002

Initial analysis was performed on 862,004 students who have CELDT Overall Proficiency scores for both 2001 and 2002.¹



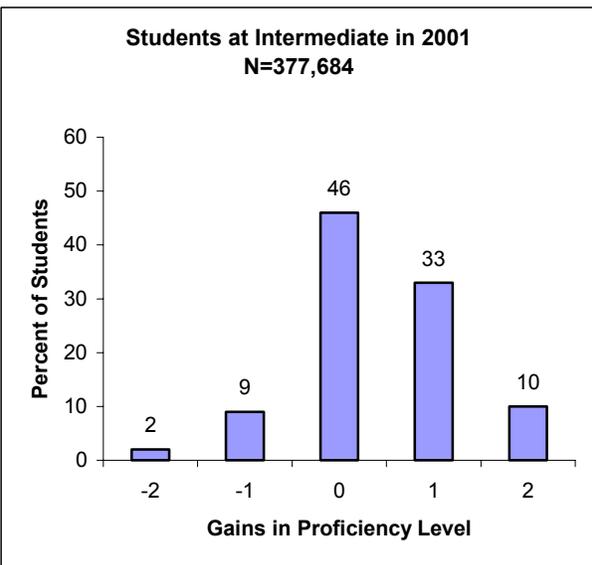
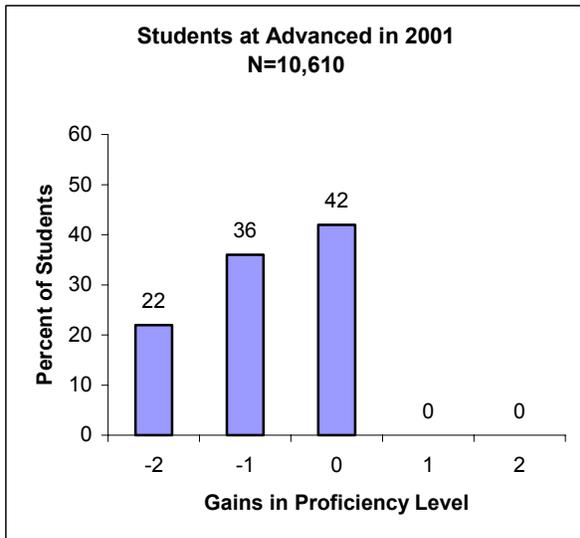
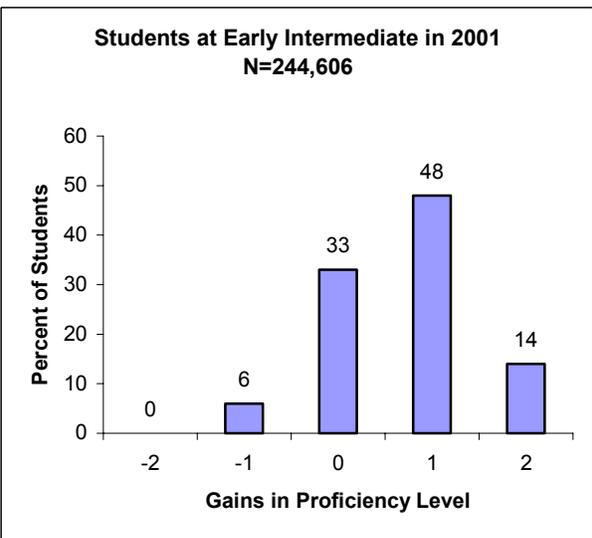
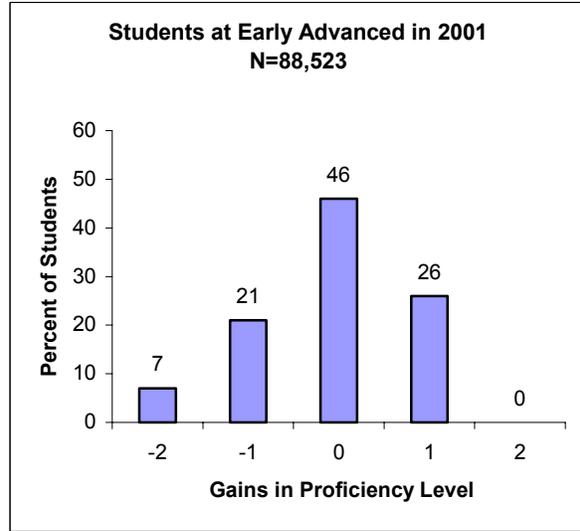
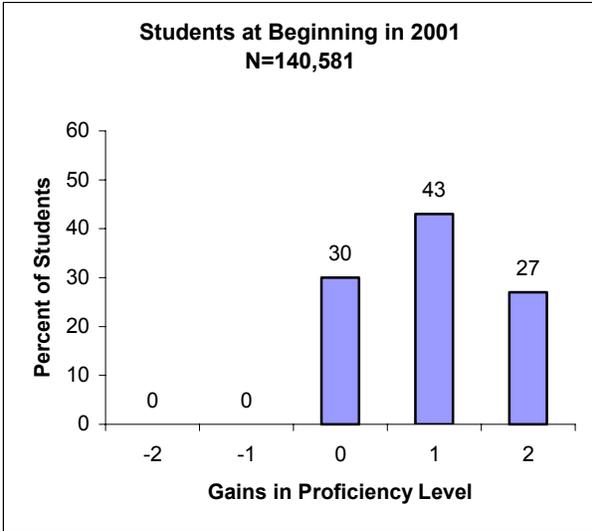
Observations:

- Half of the population with matched CELDT scores increased one or more levels in overall proficiency between 2001-02 to 2002-03.
- The other half either showed no change in overall proficiency (40%) or decreased by one or more levels (10%).

B. Differential growth rates for English Learners (EL) from different language proficiency levels

The tables on the following page show the growth rate for students at each of the five proficiency levels. When examining the tables, it is important to note that the largest percentage of EL is at the Intermediate level (43%) and the smallest percentage is at the Advanced level which contains only 1 percent of students.

¹ This matched-score population excludes students who have been reclassified. It also excludes those students exempted from the Listening/Speaking portion of the Annual test in 2002 and those who did not advance a grade from 2001 to 2002. Students who took the CELDT Initial test in 2001 are included in the sample if they also took the Annual test in 2002.



Observations:

- Students at the two lowest overall proficiency levels in 2001 increase by the greatest proportion, with nearly 70 percent of Beginning students and almost 62 percent of Early Intermediate students increasing by one or more proficiency levels in 2002.
- At the Intermediate level, nearly the same percent of students (46%) stayed at the same level as increased (43%), while 11 percent of them decreased one or more levels in 2002.
- When you get to the Early Advanced and Advanced levels you see the effects of reaching the top of the scoring metric and reclassification. Reclassifying students out of the Early Advanced and Advanced cohorts has the effect of “skimming” the best-performing students from these cohorts, leaving behind those who have not met other reclassification criteria, such as (1) having at least Intermediate proficiency in all CELDT skill areas, and/or (2) meeting the minimum “performance in basic skills” criterion of Basic on the California Standards Test-English/Language Arts.



APRIL 2003 AGENDA

SUBJECT		ACTION
Further discussion of the definition of Highly Qualified Teachers for the No Child Left Behind (NCLB) Act.	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Information item only

Summary of Previous State Board of Education Discussion and Action

In the February and March meetings, the SBE received a staff report on California's efforts to define highly qualified teachers. The Board staff and the Department staff are working with the NCLB Liaison Team to draft a workable definition as districts are currently developing plans for ensuring all core subject area teachers meet the requirements of NCLB by 2005-06. The definition is due to the USDOE in September 2003.

Summary of Key Issue(s)

Defining California's criteria for determining whether a teacher meets the requirements of NCLB. The definition must reference credentialing requirements, as well as indicators (appropriate to each grade span) of teachers' subject-matter competence.

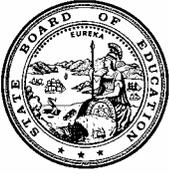
Fiscal Analysis (as appropriate)

N/A

Attachment(s)

None

Further information will be provided in the supplemental mailing.

**APRIL 2003 AGENDA**

SUBJECT	X	ACTION
No Child Left Behind (NCLB): School Accountability Report Card (SARC).		INFORMATION
		PUBLIC HEARING

Recommendation

The California Department of Education (CDE) is submitting documents regarding School Accountability Report Cards (SARCs) to the State Board of Education (SBE) for approval.

Summary of Previous State Board of Education Discussion and Action

The SBE received at its March 2003 meeting an information item on this subject. The federal No Child Left Behind (NCLB) Act requires that local educational agencies (LEAs) that receive Title I assistance prepare and disseminate an annual report card. The California Constitution requires every school district maintaining an elementary or secondary school to develop a SARC for each school. The *California Education Code* requires the SBE to adopt standard definitions for accountability report cards and approve a template each year for preparing reports. In June 2002, the SBE approved two documents that are currently guiding and assisting LEAs in the preparation of SARCs consistent with state law. The first of these documents informed LEAs of standard definitions that must be used for reporting information on the SARCs. The second is a report template that the CDE utilizes to prepare partially completed reports that are made available to each LEA for completion.

Summary of Key Issue(s)

The request for SBE approval of definitions and template design for use in 2003-04 represents the third reporting cycle since this function became a requirement of state law and the first to incorporate NCLB requirements. The United States Department of Education (USDE) is in the process of approving the State of California's Consolidated State Application Accountability Workbook that was submitted in January 2003. Issues related to data definitions as well as template design may arise as a result of the federal peer review and approval process. Any changes that are necessitated by this process subsequent to SBE approval of definitions and the template will be incorporated by the CDE consistent with agreements reached between the USDE and the State of California.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Additional material will be provided in a supplemental mailing.

Supplemental Memorandum

To: STATE BOARD MEMBERS **Date:** March 27, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM #5

Subject: NO CHILD LEFT BEHIND (NCLB): SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Please include the following attachments:

Attachment 1: 2003-04 Data Element Definition Summary (Pages 1-8)

This document summarizes each of the required data items in the order that they appear on the SARC template, indicates briefly whether the California Department of Education (CDE) is recommending a change in the definition since the prior State Board of Education (SBE) approval and, if so, why. It is intended only to facilitate the review and approval of the following two documents.

Attachment 2: 2003-04 School Accountability Report Card Data Element Definitions (Pages 1-27)

This document, once approved by the SBE, will provide direction to local educational agencies (LEAs) regarding what data must be included in their SARCs and the specific definitions that should be utilized for reporting.

Attachment 3: 2003-04 School Accountability Report Card (Pages 1-16)

This document, once approved by the SBE, serves as a model template that the CDE will populate with all the data available to it electronically. These templates will be made available to LEAs to complete and disseminate to the public by paper copy and via Internet.

The *California Education Code* requires the SBE to annually approve data definitions and adopt a report template that local educational agencies (LEAs) may use to prepare School Accountability Report Cards (SARCs). The passage of the No Child Left Behind Act (NCLB) resulted in additional requirements regarding the content of local accountability reports. NCLB requirements should be integrated with California's SARC definitions and template so that by 2003-04 LEAs are able to prepare a single report meeting both state and federal requirements. The majority of the definitions and the template are unchanged from the prior year. In a few instances there are issues that SBE and/or CDE will need to clarify and resolve with the United States Department of Education as part of the approval process for California's accountability plan. These issues include the following:

- California's proposal to utilize the California High School Exit Examination (CAHSEE) as a proxy for reporting the graduation rate until statewide longitudinal student-level data are available;
- Procedures that will be used to collect and include in the SARC data about highly qualified teachers; and
- How to keep reports manageable in terms of length and complexity (a stated objective of NCLB) in light of requirements in state and federal law to report academic data by grade level and by numerous subgroups.

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

	Specific Requirement	Recommendation
1.	Contact information pertaining to any organized opportunities for parental involvement. EC Sec. 33126 (b)(22)	No Change
2.	Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. (b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256. EC Sec. 35294.6	No Change
3.	Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9)	No Change
4.	Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period. EC Sec. 33126 (b)(11)	No Change
5.*	Pupil achievement by grade level, as measured by the standardized testing and reporting programs pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33. EC Sec. 33126 (b)(1)(A)	As a result of requirements in No Child Left Behind (NCLB) that data be reported by proficiency level, changes are proposed with legislative implications.
6.*	Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student); Section 1111 (h)(1)(C)	New element required by NCLB. This item is similar to #5 above, which is a California requirement.

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

7.*	<p>The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(iii)</p>	New element required by NCLB.
8.*	<p>The most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C) (iv)</p>	New element required by NCLB. This item is similar to #5 above.
9.*	<p>Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(v)</p>	New element required by NCLB. This item is similar to #5 above.
10.	<p>Pupil achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals, including results by grade level from the assessment tool used by the school district using percentiles when available for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(1)(B)</p>	No Change
11.*	<p>After the state develops a statewide assessment system pursuant to Chapter 5 (commencing with Section 60600) and Chapter 6 (commencing with Section 60800) of Part 33, pupil achievement by grade level, as measured by the results of the statewide assessment. (Note: this section refers to the California Fitness Test)</p> <p>EC Sec. 33126 (b)(1)(C)</p>	No Change
12.*	<p>The Academic Performance Index, including the disaggregation of subgroups as set forth in Section 52052 and the decile rankings and a comparison of schools.</p> <p>EC Sec. 33126 (b)(18) EC Sec. 52056 (a)</p>	No Change

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

13.*	<p>Information on the performance of local educational agencies in the State regarding making adequate yearly progress (AYP), including the number and names of each school identified for school improvement under section 1116.</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(vii)</p>	<p>New element required by NCLB. This item is similar to #12 above, which is a California requirement. It includes some additional new requirements.</p>
14.*	<p>Whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program.</p> <p>EC Sec. 33126 (b)(19)</p>	<p>No Change</p>
15.*	<p>Whether the school qualifies for the Governor's Performance Award Program.</p> <p>EC Sec. 33126 (b)(20)</p>	<p>No Change</p>
16.*	<p>In the case of a local educational agency, the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified.</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I)</p>	<p>New element required by NCLB.</p>
17.*	<p>In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole.</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(II)</p>	<p>New element required by NCLB.</p>
18.*	<p>In the case of a school, whether the school has been identified for school improvement</p> <p>PL 107-110 Section 1111(h)(2)(B)(ii)(I)</p>	<p>New element required by NCLB.</p>
19.*	<p>In the case of a school, information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.</p> <p>PL 107-110 Section 1111(h)(2)(B)(ii)(II)</p>	<p>New element required by NCLB.</p>
20.*	<p>When available, the percentage of pupils, including the disaggregation</p>	<p>No Change</p>

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

	<p>of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination.</p> <p>EC Sec. 33126 (b), (21)</p>	
21.*	<p>Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System or any successor data system for the school site over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period when available pursuant to Section 52052.</p> <p>EC Sec. 33126 (b)(2)</p>	<p>No change regarding dropout data. As a result of requirements under NCLB, the use of the California High School Exit Exam (CAHSEE) to generate a proxy graduation rate is recommended until longitudinal student-level data are available.</p>
22.*	<p>Graduation rates for secondary school.</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(vi)</p>	<p>New element required by NCLB. This item is similar to #21 above, which is a California requirement. Use of CAHSEE to generate a proxy graduation rate is recommended until longitudinal student-level data are available.</p>
23.**	<p>Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level, the average class size, and, if applicable, the percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program established pursuant to Chapter 6.10 (commencing with Section 52120) of Part 28, using California Basic Education Data System or any successor data system information for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(4)</p>	<p>No Change</p>
24.	<p>The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil.</p> <p>EC Sec. 33126 (b)(7)</p>	<p>No Change</p>

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

25.**	<p>The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(5)</p>	No Change
26.***	<p>The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials.</p> <p>PL 107-110 Section 111(h)(2)(B)(i)(I) PL 107-110 Section 111(h)(1)(C) (viii)</p>	<p>New element required by NCLB. The State Board of Education is in the process of approving a definition for "highly qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.</p>
27.***	<p>The percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.</p> <p>PL 107-110 Section 111(h)(2)(B)(i)(I) PL 107-110 Section 111(h)(1)(C)(viii)</p>	<p>New element required by NCLB. The State Board of Education is in the process of approving a definition for "highly qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.</p>
28.	<p>Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(10)</p>	No Change
29.	<p>Availability of qualified substitute teachers.</p> <p>EC Sec. 33126 (b)(8)</p>	No Change
30.	<p>Quality of school instruction and leadership.</p> <p>EC Sec. 33126 (b)(13)</p>	No Change
31.	<p>Teacher and staff training, and curriculum improvement programs.</p> <p>EC Sec. 33126 (b)(12)</p>	No Change
32.	<p>Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards</p>	No Change

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

	<p>and have been adopted by the State Board of Education for kindergarten and grades 1 to 8, inclusive, and adopted by the governing boards of school districts for grades 9 to 12, inclusive, and the ratio of textbooks per pupil and the year the textbooks were adopted.</p> <p>EC Sec. 33126 (b)(6)</p>	
33.	<p>The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level.</p> <p>EC Sec. 33126 (b)(15)</p>	No Change
34.	<p>The total number of minimum days, as specified in Sections 46112, 46113, 46117, and 46141, in the school year.</p> <p>EC Sec. 33126 (b)(16)</p>	No Change
35.*	<p>The number of advanced placement courses offered, by subject.</p> <p>EC Sec. 33126 (b)(17)</p>	No Change
36.*	<p>For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and the California State University pursuant to Section 51225.3 and the percentage of pupils enrolled in those courses, as reported by the California Basic Education Data System or any successor data system.</p> <p>EC Sec. 33126 (b)(23)</p>	No Change
37.*	<p>Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(1) (D)</p>	No Change
38.*	<p>Whether the school has a college admission test preparation course program.</p> <p>EC Sec. 33126 (b)(24)</p>	No Change
39.	<p>The degree to which pupils are prepared to enter the workforce.</p> <p>EC Sec. 33126 (b)(14)</p>	No Change

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

40.*	The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. EC Sec. 41409.3 (a)	No Change
41.*	The average salary for school site principals in the district. EC Sec. 41409.3 (b)	No Change
42.*	The salary of the district superintendent. EC Sec. 41409.3 (c)	No Change
43.*	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for beginning, midrange, and highest salary paid to teachers. EC Sec. 41409.3 (d)(1)	No Change
44.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for school site principals. EC Sec. 41409.3 (d)(2)	No Change
45.*	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for district superintendents. EC Sec. 41409.3 (d)(3)	No Change
46.*	The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year, provided by the Superintendent of Public Instruction Per subdivision (a) of Section 41409. EC Sec. 41409.3 (e)	No Change
47.*	The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School Accounting Manual published by the State Department of Education.	No Change

2003-04 Data Element Definition Summary
(Based on data from the 2002-2003 School Year)

	EC Sec. 41409.3 (f)	
48.*	The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year provided by the Superintendent of Public Instruction, pursuant to subdivision (a) of Section 41409. EC Sec. 41409.3 (g)	No Change
49.*	The percentage expended for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual published by the State Department of Education. EC Sec. 41409.3 (h)	No Change
50.**	Estimated expenditures per pupil and types of services funded. EC Sec. 33126 (3)	No Change

* The CDE will provide the data for this requirement in the templates that it prepares for local agencies.

** Some of the required data are included in the template by the CDE. Some data are only available at the local level and must be completed by the local agency.

*** These required data are not currently collected by the CDE. However, if they are available electronically by the time that templates are prepared, they will be included in the templates.

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

	Specific Requirement	Definition(s) Currently In Use	Guiding Prompts/Source References
General Information			
1. ***	<p>Contact information pertaining to any organized opportunities for parental involvement.</p> <p>EC Sec. 33126 (b)(22)</p>	<p>Contact person name</p> <p>Contact person phone number</p> <p>Description of organized opportunities for parental involvement</p>	<p>Information and narrative are developed by the local educational agency/school.</p>
School Safety and Climate for Learning			
2.	<p>Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.</p> <p>(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.</p> <p>EC Sec. 35294.6.</p>	<p>The dates that the School Safety plan was last reviewed, updated and discussed with school faculty as well as a brief description of key elements included in the plan.</p>	<p>Safe Schools: A Planning Guide for Action, 2002 Edition provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. The guidelines document and a list of regional safe school plan development training sessions is located on the SSVPO web site at:</p> <p>http://www.cde.ca.gov/spbranch/safety</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

<p>3.</p>	<p>Safety, cleanliness, and adequacy of school facilities.</p> <p>EC Sec. 33126 (b)(9)</p>	<p>Description of the school's efforts to keep students safe on school grounds before, during, and after the school day.</p> <p>Description of the degree to which the school facility supports teaching and learning.</p> <p>Description of the condition and cleanliness of the school grounds, buildings, and restrooms.</p>	<p>Narrative is developed by the local educational agency/school. Are students safe on school grounds before, during, and after school?</p> <ul style="list-style-type: none"> • Before and after school supervision • Limiting/controlling unauthorized access during school day (e.g., entrances, procedures for check-in/visitors, supervision of grounds and buildings) <p>Does the school facility support teaching and learning?</p> <ul style="list-style-type: none"> • Classroom space • Playground space • Space for staff <p>What is the condition and cleanliness of the school?</p> <ul style="list-style-type: none"> • Age of school/buildings • Maintenance and repair • Cleaning process and schedule for classrooms, restrooms, grounds
<p>4.</p>	<p>Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(11)</p>	<p>List of school programs and practices that promote a positive learning environment</p> <p>For the most recent three-year period: Data are provided on the numbers and rates of suspensions and of expulsions (by comparison against enrollment) reported per 100 students. Data must include district-level comparisons.</p>	<p>Narrative is developed by the local educational agency/school. Schools programs and practices may include, for example,</p> <ul style="list-style-type: none"> • School discipline policy • Peer counseling • School/home communication • Tutoring, after school programs <p>The rate of suspensions and expulsions is the total number of incidents divided by the school's CBEDS total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools/districts</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

			<p>have the option of comparing school-level data with the district average for the same type of school.</p>
<p><i>Academic Information</i></p>			
<p>5.*</p>	<p>Pupil achievement by grade level, as measured by the standardized testing and reporting programs pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33.</p> <p>EC Sec. 33126 (b)(1) (A)</p>	<p>Norm-Referenced Test (NRT) the most recent three-year period: Data are provided for math and reading (and must be disaggregated for specific subgroups, if they are numerically significant at the school level) or each grade level as the percent of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED)/not SED (as defined by STAR) and program participation in Migrant Education.</p>	<p>Reading and mathematics results from the NRT adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test 6 in 2003) are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.</p> <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

		<p>California Standards Test (CST)</p> <p>For the most recent three-year period: data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level.</p> <p>Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities. Data must also be reported for race/ethnicity, and program participation in Migrant Education.</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03.
6.*	<p>Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the</p>	<p>California Standards Test (CST)</p> <p>For the most recent three-year period: data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level. Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>Data are reported from STAR and may be obtained at the following website:</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

	<p>number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);</p> <p>PL 107-110 Section 1111(h)(2)(B)</p> <p>Section 1111 (h)(1)(C)</p>	<p>disabilities. Data must also be reported for race/ethnicity, and program participation in Migrant Education. In lieu of providing grade level data, a link to the STAR Web site must be provided to the reader, grade-level data are available there.</p>	<p>http://star.cde.ca.gov/</p> <p>(See item #5 above for the equivalent California requirement)</p>
<p>7.*</p>	<p>The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i));</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(iii)</p>	<p>California Standards Test (CST)</p> <p>The percentage of students not tested (disaggregated by English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities. Data must also be reported for race/ethnicity, and program participation in Migrant Education</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p>
<p>8.*</p>	<p>The most recent 2-year trend in student achievement in each subject area, and for each grade level, for which</p>	<p>California Standards Test (CST)</p> <p>For the most recent three-year period: data are provided for each content area for which</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

	<p>assessments under this section are required;</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C) (iv)</p>	<p>the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level. Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities.</p>	<p>and 2002/03</p> <ul style="list-style-type: none"> • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p> <p>(See item #5 above for the equivalent California requirement)</p>
<p>9.*</p>	<p>Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(v)</p>	<p>Norm-Referenced Test (NRT) the most recent three-year period: Data are provided for math and reading (and must be disaggregated for specific subgroups, if they are numerically significant at the school level) or each grade level as the percent of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED)/not SED (as defined by STAR) and program participation in Migrant Education.</p>	<p>Reading and mathematics results from the NRT adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test 6 in 2003) are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. (See item #6 above for the equivalent California requirement)</p> <p>Data are reported from STAR and may obtained at the following website:</p> <p>http://star.cde.ca.gov/</p> <p>(See item #5 above for the equivalent California requirement)</p>
<p>10.</p>	<p>Pupil achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals,</p>	<p>For the most recent three-year period: Data are provided by grade level for reading, writing and math as the percentage of students achieving at the proficiency level</p>	<p>If the local school is utilizing an assessment tool other than the state approved NRT or CST, the results should be reported for any grade levels in which there are data and a brief description of the assessment tool should be included. If no assessment</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

	<p>including results by grade level from the assessment tool used by the school district using percentiles when available for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(1) (B)</p>	<p>(either meeting or exceeding the standard).</p>	<p>tools other than state approved NRT and CST are being utilized, this table may be excluded from the SARC.</p>
<p>11.*</p>	<p>After the state develops a statewide assessment system pursuant to Chapter 5 (commencing with Section 60600) and Chapter 6 (commencing with Section 60800) of Part 33, pupil achievement by grade level, as measured by the results of the statewide assessment.</p> <p>EC Sec. 33126 (b)(1)(C)</p>	<p>For the most recent year reported: The percent of students scoring in the healthy fitness zone on all six fitness standards, reported by total and disaggregated by gender.</p> <p>Data are to be reported for the school and include district and statewide results for the purpose of comparison.</p>	<p>Note: EC 60800 refers to a requirement that schools with grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designated by the State Board of Education.</p>
<p>12.*</p>	<p>The Academic Performance Index, including the disaggregation of subgroups as set forth in Section 52052 and the decile rankings and a comparison of schools.</p> <p>EC Sec. 33126 (b)(18)</p> <p>EC Sec. 52056. (a)</p>	<p>For the most recent three year period:</p> <ul style="list-style-type: none"> • The percent of students tested at the school • The base API score • The school wide growth target • The school's statewide API rank • The similar schools rank • The school wide growth API score • Actual growth • Subgroup scores for specific ethnic 	<p>Data are reported from API and may be obtained at the following website:</p> <p>http://api.cde.ca.gov</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

		<p>groups defined for the API (when they are numerically significant) including the subgroup growth target Base API score, the API growth score, the growth target and the actual growth for numerically significant ethnic subgroups</p>	
<p>13.*</p>	<p>Information on the performance of local educational agencies in the State regarding making adequate yearly progress (AYP), including the number and names of each school identified for school improvement under section 1116.</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(vii)</p>	<p>Indicate whether the local educational agency, the school and at the school level each of the following subgroups has met its AYP requirement. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED)/not SED (as defined by STAR) and program participation in Migrant Education.</p> <p>Also, or the most recent three year period:</p> <ul style="list-style-type: none"> • The percent of students tested at the school • The base API score • The school wide growth target • The school's statewide API rank • The similar schools rank • The school wide growth API score • Actual growth <p>Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant) including the subgroup growth target Base API score, the API growth score, the growth target and the</p>	<p>The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. Prior to 2014, in order to achieve this goal and meet annual requirements for improved performance, LEAs and schools must improve each year according to set requirements. The AYP requirement in 2003 for English Language Arts is 13.6 percent at or above proficient. For Mathematics the target is 16.0 percent.</p> <p>To fulfill the requirement for a second indicator, California utilizes the API (See #12 above for the equivalent California requirement)</p> <p>Data are reported from API and may be obtained at the following website:</p> <p>http://api.cde.ca.gov</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

		actual growth for numerically significant ethnic subgroups	
14.*	<p>Whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program.</p> <p>EC Sec. 33126 (b)(19)</p>	<p>Indicate whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program.</p>	<p>Data are reported from Low Performing Schools and may be obtained at the following website:</p> <p>http://www.cde.ca.gov/iusp/</p>
15.*	<p>Whether the school qualifies for the Governor's Performance Award Program.</p> <p>EC Sec. 33126 (b)(20)</p>	<p>Indicate whether the school qualifies for the Governor's Performance Award Program.</p>	<p>Data are reported from API and may be obtained at the following website:</p> <p>http://api.cde.ca.gov</p>
16.*	<p>In the case of a local educational agency, the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified.</p> <p>PL 107-110 Section 1111(h)(2)(B)(i) (I)</p>	<p>Indicate the number and percentage of schools identified for school improvement within the LEA. Indicate whether the school has been identified for school improvement and how long it has been so identified.</p>	<p>Additional information may be obtained at the following website:</p> <p>http://www.cde.ca.gov</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

<p>17.*</p>	<p>In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole.</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(II)</p>	<p>For the most recent three-year period: data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the number and percentage of students achieving at each proficiency level. Data are compared to local educational agency and state averages.</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>See item #5 above for the equivalent California requirement)</p>
<p>18.*</p>	<p>In the case of a school, whether the school has been identified for school improvement</p> <p>PL 107-110 Section 1111(h)(2)(B)(ii)(I)</p>	<p>Indicate if the school has been identified for school improvement</p>	<p>Additional information may be obtained at the following website:</p> <p>http://www.cde.ca.gov</p>
<p>19.*</p>	<p>In the case of a school, information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole.</p> <p>PL 107-110 Section 1111(h)(2)(B)(ii)(II)</p>	<p>For the most recent three-year period: data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the number and percentage of students achieving at each proficiency level. Data are compared to local educational agency and state averages.</p>	<p>Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:</p> <ul style="list-style-type: none"> • English Language Arts in grades 2-11 for 2000/2001, 2001/02 and 2002/03 • Mathematics in grades 2-11 for 2001-02 and 2002/03 • Science in Grades 9-11 for 2001-2002 and 2002/03 • History/Social Science in Grades 9-11 for 2001-2002 and 2002/03. <p>See item #5 above for the equivalent California requirement)</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

<i>School Completion & Secondary Schools</i>			
<p>20.*</p>	<p>When available, the percentage of pupils, including the disaggregation of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination.</p> <p>EC Sec. 33126 (b)(21)</p>	<p>The reporting of these data will be required in 2004 when the first complete set of results is in from the High School Exit Exam for a graduating class.</p>	<p>Information about the California High School Exit Exam may be obtained at the following website:</p> <p>http://cahsee.cde.ca.gov</p>
<p>21.*</p>	<p>Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System or any successor data system for the school site over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period when available pursuant to Section 52052.</p> <p>EC Sec. 33126 (b)(2)</p>	<p>For the most recent three-year period: Data are provided regarding progress toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS).</p> <p>Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be derived from the California High School Exit Exam (CAHSEE). The formula for calculating the rate is the number of students passing both the</p>	<p>The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment)*100.</p> <p>State certification/release dates for dropout data occur too late for inclusion of 2002-2003 data with other data from that year. Therefore, 2001-21 data are utilized for SARCs prepared during 2003-04.</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p> <p>CAHSEE results may be found at the following web address:</p> <p>http://www.cde.ca.gov/statetests/cahsee/index.html</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

		Reading/Language Arts and math components of the CAHSEE divided by Grade 10 enrollment.	
22.*	<p>Graduation rates for secondary school.</p> <p>PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(vi)</p>	<p>Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be derived from the California High School Exit Exam (CAHSEE). The formula for calculating the rate is the number of students passing both the Reading/Language Arts and math components of the CAHSEE divided by Grade 10 enrollment</p>	<p>CAHSEE results may be found at the following web address: http://www.cde.ca.gov/statetests/cahsee/index.html</p> <p>(See item #21 above for the equivalent California requirement)</p>
23.*	<p>Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level, the average class size, and, if applicable, the percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program established pursuant to Chapter 6.10 (commencing with Section 52120) of Part 28, using California Basic Education Data System or any successor data system information for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(4)</p>	<p>For the most recent three-year period, as defined by CBEDS:</p> <ul style="list-style-type: none"> • Distribution of class sizes at the school site by grade level or by department (as appropriate). • Average class size, by grade level. • Percentage of pupils in grades K to 3, inclusive, participating in the Class Size Reduction Program. 	<p>Note: CBEDS calculation of the average class size, by grade level and the class size distribution by grade level excludes classrooms of 50 or more students from the equation.</p> <p>For schools/grades organized in self-contained classrooms (e.g. k-6 grades in elementary schools) data are reported as the number of classrooms within each of the following class sizes: 1-20, 21-32, and 33 or more.</p> <p>For high schools and middle schools with departmentalized programs, data are reported as the number of classrooms with a distribution of teaching loads and the average teaching load for each of the following four subject areas: English, Mathematics, Science and Social Science.</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

<p>24.</p>	<p>The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil.</p> <p>EC Sec. 33126 (b)(7)</p>	<p>FTE and type of counselors and pupil support personnel.</p>	<p>Data are derived from CBEDS based on data collected on the Professional Assignment Information Form.</p>
<p><i>Teacher and staff Information</i></p>			
<p>25.**</p>	<p>The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(5)</p>	<p>For the most recent three-year period:</p> <ul style="list-style-type: none"> • Total Number of Teachers • Full Credential (fully credentialed and teaching in subject area) • Teaching Outside Subject Area (fully credentialed but teaching outside subject area) • Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits) • Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) 	<p>Data are derived from CBEDS based on data collected on the Professional Assignment Information Form.</p> <p>Results may be found at the following web address:</p> <p>http://data1.cde.ca.gov/dataquest/</p>
<p>26.***</p>	<p>The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials PL 107-110 Section 111(h)(2)(B)(i)(I)</p>	<p><i>Note: The State Board of Education is in the process of approving a definition for "highly qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.</i></p>	<p><i>Note: The California Department of Education is reviewing alternatives and timelines by which these data might be collected by the state. If a mechanism for collecting these data is established in time to produce SARC templates in time for release in 2003-04, these data will be included. If not, The data definition will provide guidance to LEAs regarding how to implement the Board's requirement.</i></p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

	<p>PL 107-110 Section 1111(h)(1)(C)(viii)</p>		
<p>27.***</p>	<p>The percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.</p> <p>PL 107-110 Section 111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(viii)</p>	<p><i>Note: The State Board of Education is in the process of approving a definition for "highly qualified teacher." Once a definition has been approved, it will be utilized to complete this section of the report.</i></p>	<p><i>Note: The California Department of Education is reviewing alternatives and timelines by which these data might be collected by the state. If a mechanism for collecting these data is established in time to produce SARC templates in time for release in 2003-04, these data will be included. If not, The data definition will provide guidance to LEAs regarding how to implement the Board's requirement.</i></p>
<p>28.</p>	<p>Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(10)</p>	<p>Description of the procedures and criteria for teacher evaluation.</p>	<p>Are teacher evaluation procedures and criteria defined (1) in the bargaining unit contract, (2) through district-wide procedures, (3) at the school site, or (4) other?</p> <p>How often are teachers evaluated?</p> <ul style="list-style-type: none"> • Differences among tenured, probationary, emergency-permit teachers • Special/unscheduled evaluations <p>What are the evaluation criteria?</p> <ul style="list-style-type: none"> • Differences among tenured, probationary, emergency-permit teachers • Specified versus open

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

			<p>Who gets the results of teacher evaluations?</p> <ul style="list-style-type: none"> • Confidentiality • Satisfactory versus in need of improvement versus unsatisfactory
29.	<p>Availability of qualified substitute teachers.</p> <p>EC Sec. 33126 (b)(8)</p>	<p>Statement regarding whether the school has had any difficulties in securing qualified substitute teachers. If so, a statement regarding whether the lack of available credentialed substitute teachers has had an impact upon the instructional program.</p>	<p>Narrative is developed by the local educational agency/school.</p>
Curriculum and Instruction			
30.	<p>Quality of school instruction and leadership.</p> <p>EC Sec. 33126 (b)(13)</p>	<p>School Leadership: Description of the experience and tenure of the principal. If the school has a designated leadership team, description of its membership, roles, and purpose.</p> <p>Instruction: Description of the instructional program for all students, the supports and services for students with special needs and the process for monitoring student progress toward standards.</p>	<p>Narrative is developed by the local educational agency/school.</p> <p>What is the experience and tenure of the principal?</p> <p>How does the administrator involve parents and staff in decision-making?</p> <p>Does the school have a “recognized” leadership team? If yes: Members</p> <ul style="list-style-type: none"> • Purpose/roles and responsibilities <p>What is the instructional program for all students?</p> <ul style="list-style-type: none"> • Instructional focus (school wide) • Standards-based instruction • Access to core curriculum) <p>What supports and services are available for students with special needs?</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

			<ul style="list-style-type: none"> • GATE students • At-risk students • English Language Learners • Students with disabilities • After-school programs • Tutoring • Peer tutoring <p>How do we know how students are doing?</p> <ul style="list-style-type: none"> • Processes for monitoring student performance and progress • Reporting student progress to staff, students, parents, the school community
<p>31.</p>	<p>Teacher and staff training, and curriculum improvement programs.</p> <p>EC Sec. 33126 (b)(12)</p>	<p>Description of how teachers and staff are trained for instructional improvement.</p> <p>Indicate the number of days for professional development and continuous professional growth.</p>	<p>Narrative is developed by the local educational agency/school.</p> <p>How teachers and staff participate in staff development to help them improve instruction:</p> <ul style="list-style-type: none"> • All classroom teachers • New teachers (e.g., BTSA) • Non-classroom teachers • National Board Certified Teachers • Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review) • Paraprofessionals (e.g., instructional aides, teacher assistants) • Non-instructional support staff (e.g., clerical, custodial) <p>List the <i>primary/major</i> areas of focus of staff development and specify how they were selected. (For example, was student achievement data used to determine the need for professional development in reading instruction?)</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

			<p>What are the methods by which professional development is delivered? (For example, after-school workshops, by conference attendance, through individual mentoring.)</p> <p>How are teachers supported during implementation? (For example, through in-class coaching, teacher-principal meetings, student performance data reporting.)</p>
<p>32.</p>	<p>Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and have been adopted by the State Board of Education for kindergarten and grades 1 to 8, inclusive, and adopted by the governing boards of school districts for grades 9 to 12, inclusive, and the ratio of textbooks per pupil and the year the textbooks were adopted.</p> <p>EC Sec. 33126 (b)(6)</p>	<p>List of the textbooks/instructional materials used in the core subjects (English language arts, mathematics, science, and history/social science), including:</p> <ul style="list-style-type: none"> • The year in which they were adopted, and • Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (kindergarten and grades 1 to 8, inclusive) or the local governing board (grades 9 to 12, inclusive), consistent with the state textbook adoption cycle. <p>For textbooks and instructional materials that are not from the most recent state-approved list, explanation of why non-adopted materials are being used and how they are aligned with state standards.</p>	<p>List and narrative are developed by the local educational agency/school.</p> <p>For subject areas in which there has not yet been a standards-aligned state adoption:</p> <ul style="list-style-type: none"> • In which year is the state expected to adopt such materials? • In which year does the district expect to select and implement new materials from the state-approved list? <p>Do all students have access to textbooks and other instructional materials in each core subject area that are current and in good condition? If not,</p> <ul style="list-style-type: none"> • What are the reasons? • What is being done or planned to provide such access?

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

		Description of how each student has access to current, standards-based textbooks and other instructional materials.	
33.	The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level. EC Sec. 33126 (b)(15)	List the total number of overall instructional minutes by grade level in comparison to 36,000 minutes for Kindergarten; 50,400 minutes for grades 1 to 3 inclusive; 54,000 minutes for grades 4 to 8, inclusive; and 64,800 minutes for grades 9 to 12, inclusive.	The Education Code section governing instructional minutes is EC 46201) On-Campus passing times between classes (up to 10 minutes) are considered part of the total of instructional minutes.
34.	The total number of minimum days, as specified in Sections 46112, 46113, 46117, and 46141, in the school year. EC Sec. 33126 (b)(16)	Statement regarding the number of days students attended school on a shortened day schedule, (less than a regular school day). Description of the reasons for the shortened day schedule.	Information and narrative are developed by the local educational agency/school.
<i>Post-Secondary Preparation</i>			
35.*	The number of advanced placement courses offered, by subject. EC Sec. 33126 (b)(17)	The number of Advanced pPlacement courses and classes offered, and the enrollment in various Advanced Placement (AP) or International Baccalaureate (IB), by subject.	Data are reported from CBEDS and may obtained at the following website: http://www.cde.ca.gov/demographics/

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

<p>36.*</p>	<p>For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and the California State University pursuant to Section 51225.3 and the percentage of pupils enrolled in those courses, as reported by the California Basic Education Data System or any successor data system.</p> <p>EC Sec. 33126 (b)(23)</p>	<p>Data provided are:</p> <ul style="list-style-type: none"> • Number of pupils enrolled in grades 9-12, and the number and percentage enrolled in those courses required for entrance to the University of California and the California State University • Number of graduates, and the number and percentage that have passed course requirements for entrance to the University of California and the California State University 	<p>Data are reported from CBEDS and may be obtained at the following website:</p> <p>http://www.cde.ca.gov/demographics/</p>
<p>37.*</p>	<p>Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period.</p> <p>EC Sec. 33126 (b)(1)(D)</p>	<p>For the most recent three-year period: Grade 12 enrollment from CBEDS, percent of students taking the SAT-1, average verbal, and average math score comparison to district and state.</p>	<p>Some schools may wish to include ACT results in addition to those from the SAT.</p> <p>SAT results may be found at the following web address:</p> <p>http://www.cde.ca.gov/ope/research/sat/</p> <p>ACT results may be found at the following web address:</p> <p>http://www.cde.ca.gov/ope/research/act/</p>
<p>38.*</p>	<p>Whether the school has a college admission test preparation course program.</p>	<p>Indicate whether the school has a college admission test preparation course program. If so, describe the program.</p>	<p>Narrative is developed by the local educational agency/school.</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

	EC Sec. 33126 (b)(24)		
39.	<p>The degree to which pupils are prepared to enter the workforce.</p> <p>EC Sec. 33126 (b)(14)</p>	<p>Description of:</p> <ul style="list-style-type: none"> • Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work • How these programs and classes are integrated with academic courses and how they support academic achievement • How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students • The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes. <p>Provide enrollment, concentration and completion data on all career-technical education programs and classes, including academic and skills achievement, as reported in Carl D. Perkins Vocational and Technical Education Act program data.</p>	<p>Description of the size and scope of the career-technical programs (CTE) and courses offered:</p> <ul style="list-style-type: none"> • Directly at the school • Through Regional Occupational Centers and Programs (ROCPs) • In Partnership Academies and career academies • In Specialized Secondary Programs, etc. <p>Description of how these programs and classes support academic achievement as evidenced by:</p> <ul style="list-style-type: none"> • Courses that have been revised to incorporate state-adopted academic standards • Courses that satisfy the district’s graduation requirements • Courses that satisfy the A-G entrance requirements for the UC and CSU systems <p>Description of steps the school takes to assure equitable access and successful outcomes for all students in career-technical programs and courses by:</p> <ul style="list-style-type: none"> • Counseling and guidance • Professional development • Additional support services such as child care, transportation, etc. • Collaborating with youth development and economic development systems in the region. <p>Description of the outcomes or criteria utilized by the school to measure the effectiveness of these programs and courses, such as:</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

			<ul style="list-style-type: none"> • Mastery of “employment readiness standards,” both basic and industry-specific • Results of career-technical skills assessments • Business, labor, and other community stakeholder support • Participation in career-technical student organizations • Placement of program completers in employment, postsecondary education or the military. <p>Statistical data may be found in “Report of Student Enrollment and Program Completion in Career/Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult education and ROCs.”</p> <ul style="list-style-type: none"> • Enrollment-Page 1. • Number Secondary CTE Students Concentrators- Page 3, Column A • Number Secondary CTE Students Completers-Page 3, Column B • Number of Grade 12 Students Prog. completers-Page 3, Column C • Number of Grade 12 Students Earning Diploma-Page 3, Column D • Rate that Concentrators Completed CTE Program-Middle of Page 3, just after table • Rate that Grade 12 CTE Completers Earned a Diploma-Middle of Page 3, just after table. <p>Other data available on outcomes of the school’s CTE programs, including data from related programs, such as the Workforce Investment Act, may also be provided.</p>
--	--	--	---

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

			<p>Additional guidance for reporting on this data element may be found at the following web sites:</p> <p>www.cde.ca.gov/shsd www.cde.ca.gov/perkins</p>
<p><i>Fiscal and Expenditure Data</i></p>			
<p>40. *</p>	<p>The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale.</p> <p>EC Sec. 41409.3 (a)</p>	<p>The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. Average salary data are based on salaries actually paid to teachers.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARCs prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p> <ul style="list-style-type: none"> • Beginning teachers are those teachers in their first year of teaching. • For mid-range teacher salaries, districts should select a teacher with ten years of experience and a bachelor's degree plus 60 semester units. • For the highest teachers' salary, districts should select the highest paid teacher in the district. • Districts that did not employ a teacher in one of these categories during the fiscal year should review their salary schedule and determine what salary they would have paid a teacher in the appropriate category.

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

41. *	<p>The average salary for school site principals in the district.</p> <p>EC Sec. 41409.3 (b)</p>	<p>The average annualized salary for school site principals reported in Section IV: "Other Salary Data" on Form J-90.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
42. *	<p>The salary of the district superintendent.</p> <p>EC Sec. 41409.3 (c)</p>	<p>The District superintendent's annualized salary reported in Section IV: "Other Salary data" on Form J-90.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
43. *	<p>Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section</p>	<p>Definition and Information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC's prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

	<p>41409, the statewide average salary for the appropriate size and type of district for beginning, midrange, and highest salary paid to teachers.</p> <p>EC Sec. 41409.3 (d)(1)</p>	<p>“Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.”</p>	<p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
<p>44. *</p>	<p>Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for school site principals.</p> <p>EC Sec. 41409.3 (d)(2)</p>	<p>Definition and Information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>“Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.”</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARCs prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
<p>45. *</p>	<p>Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARCs prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p>

2003-04 School Accountability Report Card Data Element Definitions

(Based on data from the 2002-2003 School Year)

	<p>41409, the statewide average salary for the appropriate size and type of district for district superintendents.</p> <p>EC Sec. 41409.3 (d)(3)</p>	<p>“Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.”</p>	<p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
<p>46. *</p>	<p>The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year, provided by the Superintendent of Public Instruction Per subdivision (a) of Section 41409.</p> <p>EC Sec. 41409.3 (e)</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>“Percentage of expenditures allocated to salaries of administrative personnel, as defined in object of expenditure classifications 1200, 1300, 1700, 1800, and 2200 (Objects 1300 and 2300 using the standardized account code structure coding) of the <i>California School Accounting Manual</i>.”</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARCs prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
<p>47. *</p>	<p>The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200</p>	<p>The sum of California Accounting Manual Object of Expenditure Accounts 1200,1300,1700,1800, and 2200 divided by total general fund accounts 1000 through 7999</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARCs prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

	<p>of the California School Accounting Manual published by the State Department of Education.</p> <p>EC Sec. 41409.3 (f)</p>		<p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
48. *	<p>The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year Provided by the Superintendent of Public Instruction, pursuant to subdivision (a) of Section 41409.</p> <p>EC Sec. 41409.3 (g)</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>“Percentage of expenditures allocated to salaries of teachers, as defined in object of expenditure classification 1100 of the <i>California School Accounting Manual</i>”</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC’s prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.</p>
49. *	<p>The percentage expended for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual published by the State Department of Education.</p> <p>EC Sec. 41409.3 (h)</p>	<p>Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the CDE.</p> <p>Total expenditures reported in California School Accounting Manual Object of Expenditure Account 1100 divided by total general fund accounts 1000 through 7999.</p>	<p>State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARC’s prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:</p> <p>http://www.cde.ca.gov/fiscal/financial/</p> <p>Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be</p>

2003-04 School Accountability Report Card Data Element Definitions
(Based on data from the 2002-2003 School Year)

			added, if appropriate.
50. *	<p>Estimated expenditures per pupil and types of services funded.</p> <p>EC Sec. 33126 (3)</p>	<p>Total district expenditures from the General Fund as well as categorical funds, district average expenditures per pupil, district average expenditures per pupil for districts in the same category and state average expenditures per pupil for all districts.</p> <p>Description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.</p>	<p>Schools may wish to provide additional site-specific information if their site expenditures differ significantly from the district average (e.g., due to additional grants or participation /nonparticipation in certain categorical programs).</p>

- * The CDE will provide the data for this requirement in the templates that it prepares for local agencies.
- ** Some of the required data are included in the template by the CDE. Some data are only available at the local level and must be completed by the local agency.
- *** These required data are not currently collected by the CDE. However, if they are available electronically by the time that templates are prepared, they will be included in the templates.

School Accountability Report Card

(Based on data from the 2002-03 school year) **-DRAFT-** Modification date: 3/26/03

School Information		District Information	
School Name		District Name	
Principal		Superintendent	
Street		Street	
City, State, Zip		City, State, Zip	
Phone Number		Phone Number	
Fax Number	<i>To be provided by LEA</i>	Fax Number	<i>To be provided by LEA</i>
Web Site		Web Site	
Email Address		Email Address	
CDS Code		SARC Contact	

School Description and Mission Statement

Narrative to be provided by LEA

Opportunities for Parental Involvement

Contact Person Name	<i>To be provided by LEA</i>	Contact Person Phone Number		<i>To be provided by LEA</i>
<i>Narrative to be provided by LEA</i>				

I. Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	
Grade 1		Grade 10	
Grade 2		Grade 11	
Grade 3		Grade 12	
Grade 4		Ungraded Secondary	
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary		Total Enrollment	

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American			Hispanic or Latino		
American Indian or Alaska Native			Pacific Islander		
Asian-American			White (Not Hispanic)		
Filipino-American			Other		

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	<i>To be provided by LEA</i>	Date Last Discussed with Staff	<i>To be provided by LEA</i>
<i>Narrative to be provided by LEA</i>			

School Programs and Practices that Promote a Positive Learning Environment

<i>Narrative to be provided by LEA</i>
--

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Suspensions (number)						
Suspensions (rate)	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		
Expulsions (number)						
Expulsions (rate)						

School Facilities

<i>Narrative to be provided by LEA</i>
--

CST - Subgroups - Mathematics

Percentage of students achieving by proficiency level.

Subgroup Category – <i>(Note: A separate table will be included in the report for each of the following category of students with sufficient numbers to yield statistically reliable information: race, ethnicity, gender, English proficiency as well as socioeconomic, students with disabilities and migrant status.)</i>									
Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Advanced									
Proficient									
Basic									
Below Basic									
Far Below Basic									
Percent not Tested									

CST - Subgroups - Science

Percentage of students achieving by proficiency level.

Subgroup Category – <i>(Note: A separate table will be included in the report for each of the following category of students with sufficient numbers to yield statistically reliable information: race, ethnicity, gender, English proficiency as well as socioeconomic, students with disabilities and migrant status.)</i>									
Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Advanced									
Proficient									
Basic									
Below Basic									
Far Below Basic									
Percent not Tested									

CST - Subgroups - History/Social Science

Percentage of students achieving by proficiency level.

Subgroup Category – <i>(Note: A separate table will be included in the report for each of the following category of students with sufficient numbers to yield statistically reliable information: race, ethnicity, gender, English proficiency as well as socioeconomic, students with disabilities and migrant status.)</i>									
Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Advanced									
Proficient									
Basic									
Below Basic									
Far Below									

Basic									
Percent not Tested									

Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Reference Test adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test 6 in 2003) are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

NRT- All Students

NRT- Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									

NRT- Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									

NRT- Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2							
3							
4							
5							
6							
7							
8							

Local Assessment

Percentage of students meeting or exceeding the district standard

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
K									
1									
2									
3									
4									
5	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		
6									
7									
8									
9									
10									
11									
12									

California Fitness Test

Number and Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									
9									

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

School Wide API

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percentage Tested				Percentage Tested			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American (not of Hispanic origin)				African-American (not of Hispanic origin)			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				API Growth Score			
Growth Target				Actual Growth			
White (not of Hispanic origin)				White (not of Hispanic origin)			
Base API Score				API Growth Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Base API Score				API Growth Score			
Growth Target				Actual Growth			

Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

***The II/USP Program was not funded for the year 2002.

California Programs			Federal Programs				
	2001	2002	2003		2001	2002	2003
Eligible for Governor's Performance Award				Recognition for Achievement (Title1)			
Eligible for II/USP				Identified for Program Improvement (Title 1)			
Applied for II/USP \$				Exited Title 1 Program Improvement			
Received II/USP \$				How long identified for Program Improvement			
				Schools in the LEA Identified for Program Improvement			
				Number of Schools			
				Percent of Schools			

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. Prior to 2014, in order to achieve this goal and meet annual requirements for improved performance, LEAs and schools must improve each year according to set requirements. The AYP requirement in 2003 for English Language Arts is 13.6 percent at or above proficient. For Mathematics the target is 16.0 percent.

AYP Reporting Category	Met Target (Y/N)		AYP Reporting Category	Met Target (Y/N)	
	School	LEA		School	LEA
All Students			Disaggregated by Race/Ethnicity:		
Disaggregated by Subgroup:			African-American (not of Hispanic origin)		
Socioeconomically Disadvantaged			American Indian or Alaska Native		
Students with Disabilities			Asian		
English Language Learners			Filipino		
			Hispanic or Latino		
			Pacific Islander		
			White (not of Hispanic origin)		

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam. Additional information is available on the Internet at <http://www.cde.ca.gov/statetests/cahsee/index.html>

These data are not required to be reported until 2004 when they can be reported for the entire potential graduating class. When implemented, the data shall be disaggregated by students with disabilities status, English language learners, socioeconomic status, gender and ethnic group.

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Percentage of Pupils Participating			
Grade Level	2001	2002	2003
K			
1	<i>To be provided by LEA</i>		
2			
3			

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Number of Teachers			
Full Credential (full credential and teaching in subject area)			
Teaching Outside Subject Area (full credential but teaching outside subject area)	<i>To be provided by LEA</i>		
Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			
Percentage of teachers with emergency or provisional credentials			
Percentage of classes not taught by highly qualified teachers			
For the LEA, the percentage of classes in the highest quartile schools (based on poverty in the state) not taught by highly qualified teachers			
For the LEA, the percentage of classes in the lowest quartile schools (based on poverty in the state) not taught by highly qualified teachers			

Professional Qualifications of Teachers

Narrative to be provided by LEA

Teacher Evaluations

Narrative to be provided by LEA

Substitute Teachers

Narrative to be provided by LEA

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Narrative to be provided by LEA

Professional Development

Narrative to be provided by LEA

Quality and Currency of Textbooks and Other Instructional Materials

Narrative to be provided by LEA

Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5	<i>To be provided by LEA</i>	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

The California Education Code requires continuation schools to provide a minimum of 180 school days per year with at least 180 minutes of instructional time in each of those days. Data reported compares the number of instructional days offered at the school level to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10	<i>To be provided by LEA</i>	180 days
11		180 days
12		180 days

Total Number of Minimum Days

Narrative to be provided by LEA

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/ International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for Fine and Performing Arts includes AP Art and AP Music, and the data for Social Science includes IB Humanities.

Subject	Number of Classes	Enrollment
Fine and Performing Arts		
Computer Science		
English		
Foreign Language		
Mathematics		
Science		
Social Science		

Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Number of Pupils Enrolled in all Courses (Grades 9-12)	Number of Pupils Enrolled in Courses Required for UC and/or CSU Admission	Percentage of Pupils Enrolled in Courses Required for UC and/or CSU Admission

Graduates Who Have Passed Course Requirements for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data Systems (CBEDS) **total graduates** for the most recent year.

Number of Graduates	Number of Graduates Who Have Passed Course Requirements for UC and/or CSU Admission	Percentage of Graduates Who Have Passed Course Requirements for UC and/or CSU Admission

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment									
Percentage of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

Narrative to be provided by LEA

Degree to Which Students Are Prepared to Enter Workforce

Narrative to be provided by LEA

Enrollment and Program Completion in Career/Technical Education Programs

Data are available from the Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1). Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
Total Course Enrollment						
	<i>To be provided by LEA</i>			<i>To be provided by LEA</i>		

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High and Unified) and enrollment, as defined in Management Bulletin 02-04. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

	District	State
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary		
Superintendent Salary		
Percentage of Budget for Teachers' Salaries		
Percentage of Budget for Administrative Payrolls		

Additional Compensation for Administrators

Narrative to be provided by LEA

Expenditures (Fiscal Year 2000-2001)

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)

Types of Services Funded

Narrative to be provided by LEA

Last Minute Memorandum

To: STATE BOARD MEMBERS

Date: April 8, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM # 5

Subject: NO CHILD LEFT BEHIND (NCLB): SCHOOL ACCOUNTABILITY REPORT CARD (SARC).

Although the electronic copy of the supplemental memorandum for this item is accurate and complete, the printed document that was mailed to you is missing the last line on several of the pages. The omitted text is provided below in bold, along with the entire text of the sections affected by this printing error.

On Attachment 1, please insert the bolded text below:

p. 3 of 8, #20, Specific Requirement

When available, the percentage of pupils, including the disaggregation of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination. EC Sec. 33126 (b)(21)

p. 5 of 8, #32, Specific Requirement

Quality and currency of textbooks and other instructional materials, **including whether textbooks and other materials meet state standards** and have been adopted by the State Board of Education for kindergarten and grades 1 to 8, inclusive, and adopted by the governing boards of school districts for grades 9 to 12, inclusive, and the ratio of textbooks per pupil and the year the textbooks were adopted. EC Sec. 33126 (b)(6)

p. 7 of 8, #47, Specific Requirement

The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School **Accounting Manual published by the State Department of Education.** EC Sec. 41409.3 (f)

On Attachment 2, please replace the bolded text below:

p. 2 of 27, #4, Guiding Prompts/Source References

Narrative is developed by the local educational agency/school. Schools programs and practices may include, for example,

- School discipline policy
- Peer counseling
- School/home communication
- Tutoring, after school programs

The rate of suspensions and expulsions is the total number of incidents divided by the school's CBEDS total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) **and the district average may be misleading. Schools/districts** have the option of comparing school-level data with the district average for the same type of school.

p. 5 of 27, #8, Specific Requirement

The most recent 2-year trend in student achievement in each subject area, and for each **grade level, for which** assessments under this section are required;

PL 107-110 Section 1111(h)(2)(B)(i)(I)

PL 107-110 Section 1111(h)(1)(C)(iv)

p. 5 of 27, #8, Definition(s) Currently In Use

California Standards Test (CST)

For the most recent three-year period: data **are provided for each content area for which** the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level. Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include English Learners/Not English learners, Socio-Economically Disadvantaged (SED) and students with disabilities.

p. 5 of 27, #8, Guiding Prompts/Source References

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:

- **English Language Arts in grades 2-11 for 2000/2001, 2001/02** and 2002/03
- Mathematics in grades 2-11 for 2001-02 and 2002/03
- Science in Grades 9-11 for 2001-2002 and 2002/03
- History/Social Science in Grades 9-11 for 2001-2002 and 2002/03.

Data are reported from STAR and may obtained at the following Web site:

<http://star.cde.ca.gov/>

(See item #5 above for the equivalent California requirement)

p. 6 of 27, #10, Specific Requirement

Pupil achievement in and progress toward meeting reading, writing, arithmetic, **and other academic goals**, including results by grade level from the assessment tool used by the school district using percentiles when available for the most recent three-year period.

EC Sec. 33126 (b)(1)(B)

p. 6 of 27, #10, Definition(s) Currently In Use

For the most recent three-year period: Data are provided by grade level for reading, writing and math as the percentage of **students achieving at the proficiency level** (either meeting or exceeding the standard).

p. 6 of 27, #10, Guiding Prompts/Source References

If the local school is utilizing an assessment tool other than the state approved NRT or CST, the results should be reported for any grade levels in which there are data and a brief description **of the assessment tool should be included. If no assessment** tools other than state approved NRT and CST are being utilized, this table may be excluded from the SARC.

p. 7 of 27, #12, Definition(s) Currently In Use

For the most recent three year period:

- The percent of students tested at the school
- The base API score
- The school wide growth target
- The school's statewide API rank
- The similar schools rank
- The school wide growth API score
- Actual growth
- **Subgroup scores for specific ethnic** groups defined for the API (when they are numerically significant) including the subgroup growth target Base API score, the API growth score, the growth target and the actual growth for numerically significant ethnic subgroups.

p. 8 of 27, #13, Definition(s) Currently In Use

Indicate whether the local educational agency, the school and at the school level each of the following subgroups has met its AYP requirement. These subgroups include: gender, race/ethnicity English Learner/Not English Learner, socio-economically disadvantaged (SED)/not SED (as defined by STAR) and program participation in Migrant Education.

Also, or the most recent three year period:

- The percent of students tested at the school
- The base API score
- The school wide growth target
- The school's statewide API rank
- The similar schools rank
- The school wide growth API score
- Actual growth

Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant) including the subgroup growth target Base API score, the **API growth score, the growth target and the** actual growth for numerically significant ethnic subgroups.

p. 11 of 27, #21, Definition(s) Currently In Use

For the most recent three-year period: Data are provided regarding progress toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS).

Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be derived from the California High School Exit Exam (CAHSEE). The formula for calculating the rate is the **number of students passing both the Reading/Language Arts and math components of the CAHSEE** divided by Grade 10 enrollment.

p. 19 of 27, #38, Specific Requirement

Whether the school has a college admission test **preparation course program**.

EC Sec. 33126 (b)(24)

p. 23 of 27, #43, Specific Requirement

Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to **subdivision (b) of Section 41409**, the statewide average salary for the appropriate size and type of district for beginning, midrange, and highest salary paid to teachers.

EC Sec. 41409.3 (d)(1)

p. 24 of 27, #45, Specific Requirement

Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to **subdivision (b) of Section 41409**, the statewide average salary for the appropriate size and type of district for district superintendents.

EC Sec. 41409.3 (d)(3)

p. 25 of 27, #47, Definition(s) Currently In Use

The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, **1300, 1700, 1800, and 2200** of the California School Accounting Manual published by the State Department of Education.

EC Sec. 41409.3 (f)

p. 26 of 27, #49, Guiding Prompts/Source References

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-2003 data in most cases. Therefore, 2001-02 data are utilized for SARCs prepared during 2003-04. Additional information regarding the calculation of average salary data are available at the following address:

<http://www.cde.ca.gov/fiscal/financial/>

Since these data are older than those of other elements of the **report, a brief narrative to explain resulting anomalies may be** added, if appropriate.



APRIL 2003 AGENDA

SUBJECT		
The May 1, 2003 submission of the State Plan to the United States Department of Education of specified information pertaining to the No Child Left Behind (NCLB) Act, including but not limited to: Goals and Indicators; Setting State Targets; AYP Baseline Data; Adopting academic content standards in math and reading; Developing and implementing required assessments in science; Setting academic achievement standards in science; Evidence of single accountability system; Standards and objectives for English proficiency; Participation rate for statewide assessments; 10 th grade common core assessments.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Recommend approval of the May submission of NCLB Plan

Summary of Previous State Board of Education Discussion and Action

On May 30, 2002, the State Board of Education approved California’s Consolidated State Application for NCLB. This application was submitted to the United States Department of Education on June 12, 2002 and subsequently approved on July 1, 2002. Subsequently, the SBE approved the contents of the Consolidated State Application Accountability Workbook on January 8, 2003 for submission to the U.S. Department of Education on January 31, 2003. The Workbook is subject to a peer review process that is now underway.

Summary of Key Issue(s)

The U.S. Department of Education established a time line for submitting material on the implementation of NCLB. The next phase is due on May 1, 2003. The Board will receive information on establishing performance targets, options for cut scores on the CELDT exam, and science assessment options.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

Additional material on the topics to be covered will be provided in the supplemental agenda.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: March 28, 2003

From: Camille Maben and Diane Levin

Re: ITEM # 6

Subject **The May 1, 2003, submission of the State Plan to the United States Department of Education of specified information pertaining to the *No Child Left Behind* (NCLB) Act, including but not limited to:**
goals and indicators; setting state targets; AYP baseline data; adopting academic content standards in math and reading; developing and implementing required assessments in science; setting academic achievement standards in science; evidence of a single accountability system; standards and objectives for English proficiency; participation rate for statewide assessments; 10th grade common core assessments.

Draft No.1 of California's Consolidated State Application for *No Child Left Behind* is a work in progress. The State Board will review this document and make decisions, recommendations, etc., for revising the draft so that all necessary edits can be incorporated into the final version of the State Application for the May 1, 2003, submission deadline.

Draft No. 1

CALIFORNIA'S
CONSOLIDATED STATE APPLICATION
for

NO CHILD LEFT BEHIND

Submitted by
the California State Board of Education
in association with the
California State Superintendent of Public Instruction

Sacramento, CA
May 1, 2003

TABLE OF CONTENTS

TOPIC	PAGE
<i>Timeline for Submission of Components of the Consolidated State Application</i>	2a
<i>Background</i>	3
<i>The May 1, 2003, Submission for the Consolidated State Application</i>	4
<i>Setting State Targets</i>	5 - 8
<i>AYP Baseline Data</i>	9 - 16
<i>Evidence of Adopting Academic Content Standards (Math and Reading)</i>	17 - 18
<i>Evidence of Adopting Academic Content Standards (Science)</i>	19 - 20
<i>A Detailed Timeline for Developing and Implementing Required Assessments in Science</i>	21 - 23
<i>A Detailed Timeline for Setting Academic Achievement Standards in Science</i>	21 - 23
<i>Evidence of a Single Accountability System</i>	24 - 51
<i>APPENDIX A</i>	52 - 57

Consolidated State Application
for *No Child Left Behind*:
Components for May 1, 2003, Submission

Background

The May 1st submission of the Consolidated State Application for No Child Left Behind (NCLB) follows that of the Accountability Workbook, which was sent to the U.S. Department of Education (USDE) by the January 31, 2003, deadline. The Accountability Workbook incorporated all of the required components indicated on the USDE timeline on the previous page (“Timeline for Submission of Components of the Consolidated State Application”), including:

Under **Part II – State Activities:**

- 1 e** – the calculation of the starting point;
- 1 f** – the definition of AYP; and
- 1 g** – the minimum number for statistical reliability and justification.

Following the submission of California’s Accountability Workbook was the Peer Review, which took place at the California Department of Education (CDE) on February 26, 2003. An official letter of response from USDE summarizing the findings and determinations of the Peer Review panel and highlighting specific areas that California will need to address with regard to the State’s accountability system is forthcoming.

The May 1, 2003, Submission for the Consolidated State Application

The USDE Timeline specifies the following seven components for inclusion in the May 1st submission:

Under Part I – Goals and Indicators:

- Setting state targets
- AYP baseline data

Under Part II – State Activities:

- 1 a** – Evidence of adopting academic content standards/grade-level expectations in math and reading
- 1 b** – A detailed timeline for adopting academic content standards/grade-level expectations in science
- 1 c** – A detailed timeline for developing and implementing required assessments in science
- 1 d** – A detailed timeline for setting academic achievement standards in science
- 1 h** – Evidence of a single accountability system

These seven components are fully addressed on the pages that follow. Excerpts from *No Child Left Behind* legislation requiring each component is included in Appendix A at the end of this document.

Setting State Targets

For specific NCLB requirement, see Appendix A – NCLB, Section 1111 (b)(2)(G)

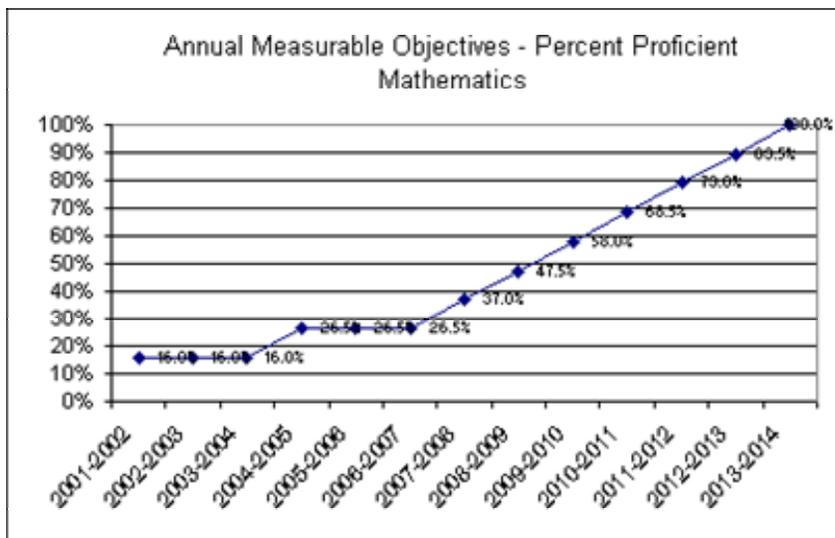
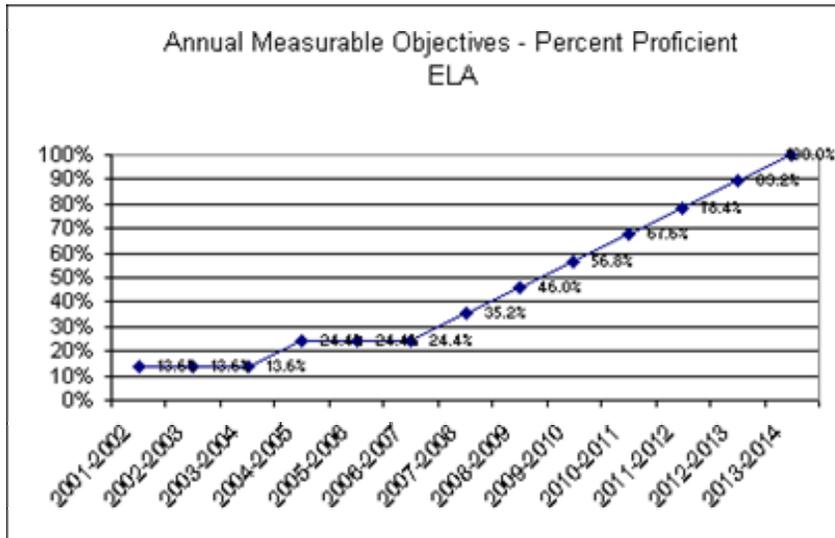
[The charts for grades 2 - 8 on the following page were approved by SBE and submitted to USDE on January 31, 2003, as part of California's Accountability Workbook.]

Grades 2 - 8

7 intermediate objectives, designated by asterisks

Annual Measurable Objectives – Percent at or above Proficient

ELA	Year	Mathematics
0.136	2001-2002	0.160
0.136	2002-2003	0.160
0.136	2003-2004	0.160
0.244	2004-2005	0.265*
0.244	2005-2006	0.265
0.244	2006-2007	0.265
0.352	2007-2008	0.370*
0.460	2008-2009	0.475*
0.568	2009-2010	0.580*
0.676	2010-2011	0.685*
0.784	2011-2012	0.790*
0.892	2012-2013	0.895*
1.000	2013-2014	1.000



Grades 2 - 8

As indicated on the preceding charts (as well as on page 30 of California's Accountability Workbook), California will establish separate English-language arts and mathematics intermediate goals that increase in equal increments over the 12-year timeline. This schedule of intermediate goals will result in all students in grades 2 – 8 meeting or exceeding the proficient level of academic achievement in English-language arts and mathematics not later than 2013-14, as required by law. Intermediate goals for high school will be set following the calculation of the starting points, and if the 2003 adjusted starting points for grade 10 are not materially different from those for grades 2 – 8, the intermediate goals for grades 2 – 8 will be applied to all grade levels.

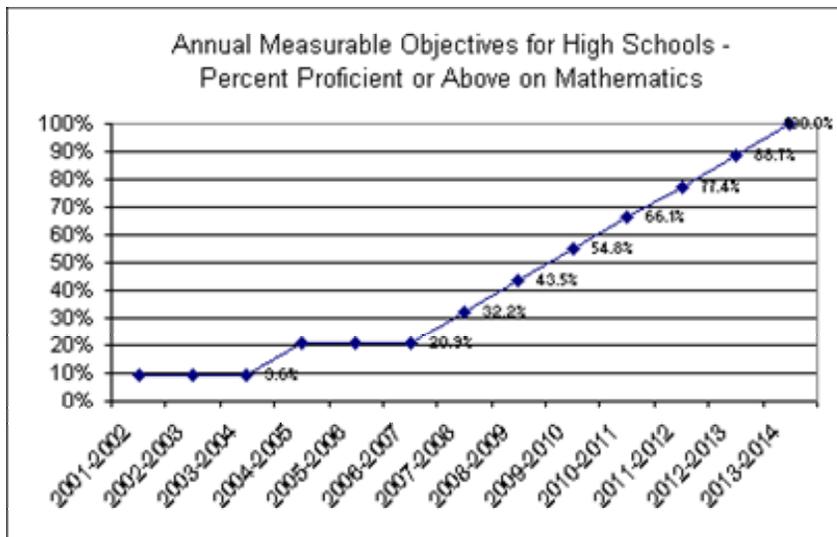
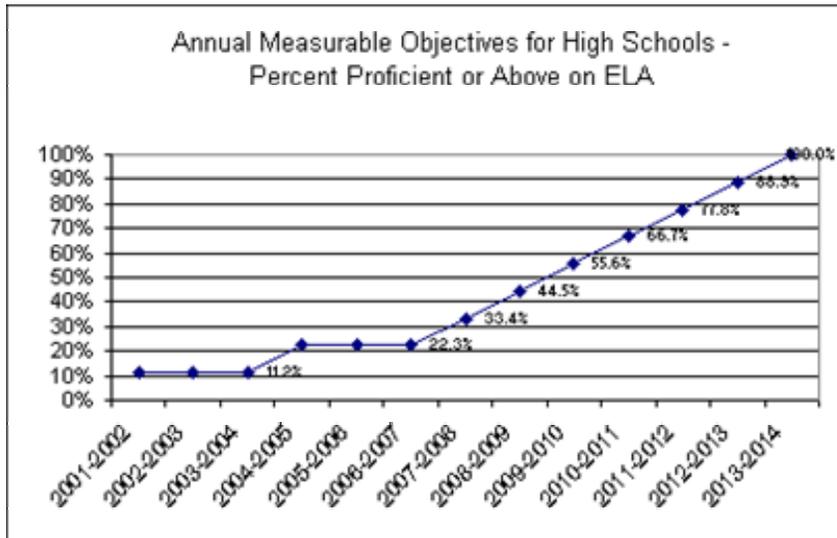
These intermediate goals are consistent with the expectation that the strongest academic gains in schools and districts are likely to occur in later years – after teachers are given time to align instruction with academic content standards, after districts are given the opportunity to increase their capacity to support needed reforms, and after there is a highly qualified teacher in every California classroom. This is particularly true for low-performing schools in California in which students are expected to reach performance levels that are especially rigorous.

High School

7 intermediate objectives, designated by asterisks

Annual Measurable Objectives for High Schools - Percent Proficient or Above

ELA	Year	Mathematics
0.112	2001-2002	0.096
0.112	2002-2003	0.096
0.112	2003-2004	0.096
0.223	2004-2005	0.209*
0.223	2005-2006	0.209
0.223	2006-2007	0.209
0.334	2007-2008	0.322*
0.445	2008-2009	0.435*
0.556	2009-2010	0.548*
0.667	2010-2011	0.661*
0.778	2011-2012	0.774*
0.889	2012-2013	0.887*
1.000	2013-2014	1.000



AYP Baseline Data

Grades 2 - 8

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-14.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in NCLB Section 1111(h)(1)(C)(i).)

Note: All numbers in the 1.1 performance indicator are based on grades 2-8.

Aggregate (data based on spring 2002 testing): 32.0

Groups	Subgroup Percentage
African American	19.6
American Indian or Alaska Native	28.1
Asian	51.0
Filipino	45.3
Hispanic or Latino	16.2
Pacific Islander	27.6
White	50.7
Socioeconomically disadvantaged	16.3
English language learners*	13.1
Students with disabilities	9.7
Male	29.0
Female	35.2
Migrant	7.9

*Reflects inclusion of students redesignated as fluent English proficient (R-FEP).

Grades 2 - 8

1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in NCLB Section 1111(h)(1)(C)(i).)

Note: All numbers in the 1.2 performance indicator are based on grades 2-8.

Aggregate (data based on spring 2002 testing): 33.8

Groups	Subgroup Percentage
African American	18.1
American Indian or Alaska Native	27.8
Asian	60.5
Filipino	46.6
Hispanic or Latino	20.2
Pacific Islander	29.7
White	48.9
Socioeconomically disadvantaged	20.7
English language learners*	21.0
Students with disabilities	12.1
Male	34.1
Female	33.1
Migrant	14.4

*Reflects inclusion of students redesignated as fluent English proficient (R-FEP).

Grade 10

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-14.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in NCLB Section 1111(h)(1)(C)(i).)

Note: All numbers in the 1.1 performance indicator are baseline for grade 10.*

Aggregate:	28.5
Groups	Subgroup Percentage
African American	15.4
American Indian or Alaska Native	25.2
Asian	43.4
Filipino	37.3
Hispanic or Latino	12.7
Pacific Islander	22.0
White	45.4
Socioeconomically disadvantaged	11.3
English language learners**	9.6
Students with disabilities	2.8
Male	23.4
Female	33.9
Migrant	6.5

*Estimated based on grade 9 data. Will be updated when full census data are available for 2003.

**Reflects inclusion of students redesignated as fluent English proficient (R-FEP).

Grade 10

Performance Goal 1

1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State’s assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in NCLB Section 1111(h)(1)(C)(i).)

Note: All numbers in the 1.2 performance indicator are baseline for grade 10.*

Aggregate:	25.4
Groups	Subgroup Percentage
African American	10.3
American Indian or Alaska Native	21.9
Asian	52.1
Filipino	32.8
Hispanic or Latino	10.2
Pacific Islander	20.2
White	39.4
Socioeconomically disadvantaged	10.7
English language learners**	11.5
Students with disabilities	3.5
Male	26.8
Female	24.0
Migrant	6.7

*Estimated based on grade 9 data. Will be updated when full census data are available for 2003.

**Reflects inclusion of students redesignated as fluent English proficient (R-FEP).

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

A total of 48% (2,438 of 5,077) of Title I schools met AYP based on spring 2002 assessment results.

Note: In 2002, AYP was synonymous with the Academic Performance Index (API), but defined differently by type of Title I funding. Schools designated as Schoolwide Programs (SWP) achieved AYP if they made their schoolwide API growth target and the growth targets for all numerically significant subgroups. Schools in the upper half of the API distribution that were Targeted Assistance Schools (TAS) achieved AYP if they made the API growth target for their socio-economically disadvantaged subgroup.

Performance Goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma,

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- Calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.

Statewide completion rates based on the NCES completion rate formula:

$$\frac{\text{High School Graduates Year 4}}{\text{Dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + High School Graduates Year 4}}$$

Aggregate: 86.8

African American	77.5
American Indian or Alaska Native	81.1
Asian	93.5
Filipino	92.3
Hispanic	80.5
Pacific Islander	84.9
White	92.0
Socioeconomically disadvantaged	n/a*
English language learners	n/a*
Students with disabilities	n/a*
Male	84.9
Female	88.5
Migrant	n/a*

Calculation is based on aggregate numbers collected from the October 2001 CBEDS data collection.

* Data for these subgroups will be collected starting in 2003-04. Completion rates will be calculated for these subgroups starting with the 2007-08 school year since the formula requires four years of data.

5.2 Performance indicator: The percentage of students who drop out of school,

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- Calculated in the same manner as used in National Center for Education Statistics (NCES) reports on Common Core of Data.

Statewide dropout rates based on the NCES dropout rate formula:

$$\frac{\text{Number of Grade 9-12 Dropouts (2000-01)}}{\text{Grade 9-12 Enrollment (2000-01)}}$$

Aggregate: 2.8

African American	4.9
American Indian or Alaska Native	3.6
Asian	1.5
Filipino	1.8
Hispanic	3.8
Pacific Islander	3.2
White	1.7
Socioeconomically disadvantaged	n/a*
English language learners	n/a*
Students with disabilities	n/a*
Male	3.0
Female	2.5
Migrant	n/a*

Calculation is based on aggregate numbers collected from the October 2001 CBEDS data collection. California's current definition of dropouts is not the same as the NCES definition in all areas. Starting in 2003-04, the California Department of Education will align its dropout definition with the NCES dropout definition. It is not anticipated that this change in definition will impact the rates significantly.

* Data for these subgroups will be collected starting in 2003-04.

1 a –

**Evidence of Adopting Academic
Content Standards/Grade-Level
Expectations in Math and Reading**

For specific NCLB requirement, see Appendix A – NCLB, Section 1111 (b)(1)

California’s Standards for English-Language Arts and Mathematics

California’s implementation of challenging academic content standards began in December 1997, when the California State Board of Education (SBE) adopted content standards for English-language arts (reading, writing, listening, and speaking) and mathematics. These standards contain coherent and rigorous content and specify what students are expected to know and be able to do by grade level, from kindergarten through high school. California’s world-class standards were developed for *all* students and can be attained by *all* students given the appropriate standards-aligned instruction, sufficient time, and intervention when necessary. The 2003 “Quality Counts” survey rates California’s standards a “B+”.

All of California’s grade-level academic content standards can be viewed via the Internet at:

<http://www.cde.ca.gov/standards/>

1 b –

**A Detailed Timeline for Adopting
Academic Content Standards/ Grade-
Level Expectations in Science**

For specific NCLB requirement, see Appendix A – NCLB, Section 1111 (b)(1)

California's Science Standards

Academic content standards for Science were adopted by the State Board of Education in 1998. Following the model of rigor set by California's standards in English-language arts and mathematics, the science standards contain coherent and rigorous content and specify what students are expected to know and be able to do in science by grade level, from kindergarten through high school. California's world-class standards were developed for *all* students and can be attained by *all* students given the appropriate standards-aligned instruction, sufficient time, and intervention when necessary. The science standards can be viewed via the Internet at:

<http://www.cde.ca.gov/standards/>

1 c –

**A Detailed Timeline for Developing and
Implementing Required Assessments in
Science**

1 d –

**A Detailed Timeline for Setting Academic
Achievement Standards in Science**

For specific NCLB requirement, see Appendix A – NCLB, Section 1111 (b)(3)

[The timeline on the pages that follow includes the combined target dates and related information on California’s development of science assessments and academic achievement standards as required for Components 1c and 1d above]

Proposed Timeline of Tasks and Events for the Development of the Middle (grades 6-9) and High School (grades 10-12) Core Knowledge Science Tests

The NCLB Consolidated State Application must include a timeline for the development of the required tests, which are currently not a component of the state assessment program.

Date	Responsibility	Task
April 2003	ETS	Prepare scope of work and cost proposal for development and implementation of tests
May 2003	SBE	Approve scope of work and cost proposal
June 2003	CDE	Secure funding and Department of Finance approval for test development and program implementation
July/August 2003	CDE/SBE	Identify and select members for the NCLB Core Knowledge Science Committee
November 2003	Committee	Develop recommendations for test content and grade levels for test administration
January 2004	SBE	Approve test content and grade levels for test administration
February 2004	ETS	Develop preliminary blueprints for committee review
March 2004	Committee	Consider and recommend blueprints to SBE
April 2004	SBE	Adopt blueprints
May/June 2004	ETS	Develop test items
July 2004	CRP	Review items for accuracy and alignment to standards
August 2004	SPAR Panel	Review items for issues of privacy
August 2004	ETS	Build field test forms and prepare directions for administration
October 2004	CDE	Review field test lasers
November 2004	ETS	Print field test forms
Spring 2005	ETS	Administer field tests at designated grade levels
May/June 2005	ETS	Continue development of test items
July 2005	CRP	Review items for accuracy and alignment to standards
August 2005	SPAR Panel	Review items for issues of privacy
August 2005	ETS	Build operational forms including field test items
Spring 2006	STAR Contractor	Administer operational forms including field test items
May/June 2006	STAR Contractor	Continue development of test items

Date	Responsibility	Task
July 2006	CRP	Review items for accuracy and alignment to standards
August 2006	SPAR Panel	Review items for issues of privacy
August 2006	CDE	Report tests results of Spring 2006 Administration
August 2006	STAR Contractor	Complete technical manual
September 2006	STAR Contractor	Organize and supervise standard setting following operational administration and recommend performance levels to SBE/CDE
October 2006	SBE	Approve performance levels
November 2006	SBE	Hold public hearings on approved performance levels
December 2006	SBE	Adopt performance levels
January 2007	CDE	Apply performance levels retroactively and send results to districts
Spring 2007	STAR Contractor	Administer second operational test
August 2007	CDE	Report results using adopted performance levels
August 2007	CDE	Use results to calculate new base science API and AYP

1 h –

Evidence of a

Single Accountability System

(Alignment of State and
Federal Systems)

For specific NCLB requirement, see Appendix A – NCLB, Section 1111 (b)(2)(A)

California’s School Classification Matrix

The School Classification Matrix (see table on the following page) was developed as a method of communicating a school’s status to the field by combining their performance on the statewide Academic Performance Index (API) and their performance on the newly adopted criteria for federal Adequate Yearly Progress (AYP). In addition, the School Classification Matrix may be used to prioritize interventions for Title I and non-Title I schools.

Key Features:

- Combine school performance across API score, API growth, and AYP
- Identify the “right” schools for awards and for interventions/sanctions
- Be internally consistent within API score bands
- Pay attention to subgroups whether through the API or AYP
- Allow a lower scoring school to gain a star if they met all API growth targets and AYP
- Limit the top category to schools that meet or exceed the statewide interim API target and meet AYP

Critical Elements:

Annual Decisions

- Schools would be classified according to the School Classification Matrix each year after the results of the prior spring testing cycle are released.

API/AYP Combinations

- Within the lower two API score bands (i.e., 600 to 799 and 200 to 599), three combinations of API growth and AYP are possible:
 1. Met all targets and met AYP
 2. Met all targets or met AYP
 3. Did not meet all targets and missed AYP

API Score and Number of Stars

- A school with an API score above 800 can receive four or five stars.
- A school with an API score of 600 to 799 can receive from two to four stars.
- A school with an API score of 200 to 599 can receive from one to three stars.

Eligibility for Awards and Interventions

- Three stars represent the minimum eligibility criteria for awards.
- Interventions will focus on “one star” schools first, followed by “two star” schools, etc. Within each star category, interventions may be prioritized by API score or API decile rank if resources are limited.

California's School Classification Matrix:

A System for Combining Performance on the Academic Performance Index (API) with the Federal Adequate Yearly Progress (AYP) Criteria Prescribed Under the No Child Left Behind Act

		API Score		API Growth		AYP Requirements*
21%	★★★★★	800 to 1000		N/A	<i>and</i>	Met AYP
13%	★★★★	800 to 1000		N/A	<i>and</i>	Missed AYP
		600 to 799	<i>and</i>	Met all targets**	<i>and</i>	Met AYP
28%	★★★	600 to 799	<i>and</i>	Met all targets	<i>or</i>	Met AYP
		200 to 599	<i>and</i>	Met all targets	<i>and</i>	Met AYP
27%	★★	600 to 799	<i>and</i>	Did not meet all targets	<i>and</i>	Missed AYP
		200 to 599	<i>and</i>	Met all targets	<i>or</i>	Met AYP
11%	★	200 to 599	<i>and</i>	Did not meet all targets	<i>and</i>	Missed AYP

*School met or exceeded the statewide annual measurable objective in English language arts and mathematics.

**Met all targets includes the school-wide target and the targets for all numerically significant subgroups.

Note: The percentage of schools in each category is based on 2002 data for grades 2-8 only.

Critical Element 1.6: How does the state accountability system include rewards and sanctions for public schools and LEAs?

Introduction

Since 1999, California has worked to develop its accountability system under the Public Schools Accountability Act (PSAA). As part of this legislation, significant funding has been provided to support improvements in many low performing schools in exchange for expectations that these schools meet their annual growth targets. As the PSAA has been implemented, the state has added new schools each year and capitalized on federal programs such as Comprehensive School Reform (CSR) to supplement available state funding. However, as of spring, 2003, California has about 1620 schools funded by at least one of these programs and often more than one. A substantial number of these schools are identified for Program Improvement (California's term for federal "School Improvement") as well as being supported by one or even two state accountability programs. Program eligibility, entry and exit criteria, planning requirements, implementation timelines, funding, and expectations for sanctions vary across these programs. The system is unwieldy to manage and, more importantly, is confusing to schools and districts. The requirement in *No Child Left Behind* (NCLB) to develop and implement a single statewide accountability system comes none too soon. It presents an excellent opportunity to merge existing systems into a unified and single system. The proposed state accountability system:

- will apply to all schools and districts
- complies with federal requirements as defined by NCLB
- gives priority of additional services to schools with students who are farthest away from meeting state standards
- creates a uniform set of expectations and clear priorities for resource allocation
- eliminates the fragmentation among current multiple underperforming schools programs
- builds the capacity of school districts and county offices of education (California's regional education agencies) to intervene effectively in underperforming schools before the state becomes involved.

Time will be needed to secure changes in state law and to fairly and equitably transition schools functioning under multiple state and federal accountability systems to a single system. A timeline for this work is included at the end of this section.

Design Features of the Integrated Accountability System

Key features of the proposed system are listed below.

- Existing programs for underperforming schools will be integrated and aligned on an equitable schedule so that eligibility, entry and exit criteria, planning requirements, implementation timelines, expectations for funding, support, intervention, monitoring, and sanctions (if necessary) are congruent with one another. (See attached **Figure 1** which outlines a comparison of current multiple accountability programs and requirements.)
- The system applies to all schools and districts, regardless of whether or not they receive special funds, though Title I schools are the only ones that must do interventions required by federal law (e.g., choice, supplemental services, etc.).
- A School Intervention Matrix (see attached **Figure 2**), based on the Star Classification Matrix, intentionally focuses resources, support and intervention in schools that need help the most. In this matrix, priority for assistance, and where necessary, intervention, is defined by the combination of Star designation and length of time in Program Improvement. Required services and interventions in the intervention matrix are differentiated for Title I and non-Title I schools.
- Resources permitting, all seriously underperforming schools (e.g., “one star” schools) will participate in the state’s High Priority Schools Grants Program, enacted in Fall 2001, to target California’s lowest performing schools with significant support and expectations for accountability.

District Role

In alignment with the intent of NCLB, California districts will have clear and ongoing responsibility to assist their underperforming schools. State technical assistance and regional services, delivered through California's county offices of education, will focus on the job of building district level capacity to help schools. Design elements include:

- All schools are held to meeting AYP. After two years of not making AYP, schools are placed in the School Intervention Matrix, taking into account their API score, in addition to AYP.
- Based on this placement, local districts will be responsible for taking action with Title I and non-Title I schools to stimulate change and promote student achievement. Title I schools identified for Program Improvement must immediately revise their schoolwide plans and offer school choice.
- Non-Title I schools may also be asked to revise their schoolwide plans. Consistent with California Education Code Section 64000, Single Plans for Pupil Achievement must be developed for all schools receiving state categorical funds. In an integrated accountability system and given existing state statute, it is reasonable to require the non-Title I schools that receive these categorical monies to also revise their schoolwide plans. Consistent with federal law, non-Title I schools will not be required to offer school choice.
- Graduated interventions for Title I schools, as required by NCLB, and any interventions required for non-Title I schools, as identified in state statute, will be made part of the School Intervention Matrix (see **Figure 2**) this spring as state law is further analyzed.
- Depending upon district capacity and need, School Support Teams (part of California's Statewide System of School Support, described below) will be fielded by districts to help their schools in early stages of Program Improvement. Districts will be encouraged to assign School Support Teams to schools prioritized by placement on the School Intervention Matrix. Thus, schools with the lowest Star classification will be given

priority for help. Some districts, particularly due to small size, will lack capacity to field their own teams. For these districts, regional resources will be available as described below.

Statewide System of School Support (“S4”)

NCLB requires in Section 1117 that each state have in place a statewide system of support and improvement for LEAs and schools receiving Title I funds. Federal law is specific as to prioritizing this help: first to LEAs with schools in corrective action, then to LEAs with schools in Program Improvement, and finally to other LEAs and schools receiving Title I funds. In California, this requirement fits closely with existing efforts on the part of the 58 county offices of education to increase their services to low performing schools and districts. Moreover, county offices are currently engaged in serious efforts to better coordinate regional services provided by various state and federal funding sources to make sure that no low performing school or district goes without needed support.

California’s 58 counties are organized into 11 service regions (California Counties State Educational Services Association, or CCSESA). The Statewide System of School Support (S4) follows this organization as well, and various other federal and state categorical funds are delivered through this organization.

In the state’s accountability system, underperforming schools will first receive district support and intervention. However, in some instances, this may not be enough. The district itself may lack the capacity and will to make the significant changes needed to turn-around student achievement in persistently underperforming schools. To support districts, California will use regional services through the Statewide System of School Support both to build district capacity to field School Support Teams and to help individual schools, where needed and upon district request. The features of the system include:

- Continual coordination among CDE, the two federally funded Comprehensive Assistance Centers, and the eleven county regions
- CDE will provide overall leadership and conceptual direction to the Statewide System of School Support to ensure that the State Board of

Education's policies and priorities for school reform and school intervention are built into funded regional services. In addition, CDE will manage any technical assistance and intervention subgrants to the county regions. Finally, CDE will work with county offices and the Comprehensive Assistance Centers on the development of tools, models, and strategies for intervention work as well as processes for professional development and technical assistance.

- The two Comprehensive Assistance Centers will serve as resources for this collaborative work. They are positioned to help with such tasks as reviewing current scientifically based research and gathering ideas from other states for potential application in California. In addition, they will be available to work directly with districts as part of S4 to build district capacity as described previously.
- The eleven S4 regions will deploy School Support Teams and provide training to help districts best provide for school choice, supplemental services, and targeted technical assistance to support their Program Improvement schools in making changes so they can exit Program Improvement status. This work will emphasize helping schools align classroom practice and professional development to use of State Board adopted instructional materials for grades K-8 or, in the case of grades 9-12, standards aligned instructional materials. The work will also include evaluating teacher qualifications to ensure the school is populated by "Highly Qualified" teachers. Finally, this work will emphasize school use of State Board adopted English Language Arts/English Language Development intervention programs for use with students reading two or more levels below grade level standards.
- School Support Teams (SSTs), whether working at the district level in building district capacity, or working directly at the school level, will be composed of individuals as required in federal law. Pursuant to federal law, SST's will either build district capacity in the following areas or more directly work with schools in the following areas:

- Review and analyze all facets of the school’s operation and assist the school in developing recommendations for improving student performance and meeting AYP
- Collaborate with parents and school staff and the local educational agency serving the school in the design, implementation, and monitoring of a plan focusing on increasing student academic achievement
- Evaluate the effectiveness of school personnel assigned to the school
- Make additional recommendations for assistance as the school implements the agreed upon plan.

Funding

Resources to support these activities will be funded as follows:

- Title I districts and schools will support choice, supplemental services, technical assistance, and other interventions with district Title I allocations, with potential access to federal Section 1003 School Improvement funds for lowest performing schools (“one-star” schools in the Star Classification Matrix)
- Districts with non-Title I “one-star” schools that participate in the High Priority Schools Program will have access to state improvement funds, as the state budget allows.
- Schools will be funded for ____ years. **(See Issue Paper #4)**
- The Statewide System of School Support will continue to be supported with federal Section 1003 School Improvement funds, as specified in state budget appropriation language (Assembly Bill 312, Chapter 1020, Statutes of 2002).

Transitioning schools from the current state accountability system into an aligned federal and state system

The following principles underlie the design for transitioning schools from the current multi-layered system (See Figure 1) to an aligned system:

- adherence to law
- fairness to schools
- adequacy of notice
- credibility of existing state accountability system
- assurance that in-depth assistance is provided to the schools that most need intervention.

The following transition strategy is under development:

- All schools in Program Improvement, Immediate Intervention/Underperforming Schools Program (II/USP) or CSR that are currently in state sanction or that will be subject to state sanctions based on August 2003 data will remain under state sanctions for up to three years, unless they meet AYP and API growth targets and exit the program. **(See Issue Paper #2)**
- For all other schools in the various underperforming schools programs, NCLB will take precedence over PSAA. Therefore, schools currently identified as PI, and not under state sanctions, will be placed on the Intervention Matrix, become subject to requirements of NCLB (Title I schools), and relieved of the PSAA requirements. All other schools currently in II/USP (Cohorts I, II, and III) and High Priority schools, not yet identified for PI, will be placed in the matrix at the appropriate level in 2003 or 2004 and will become subject to the requirements of the School Intervention Matrix. These schools, therefore, will be subject to local intervention and sanctions.

The following guiding principles will be used for intervention matrix placement:

- The number of years schools have participated in the underperforming schools programs and the pattern of student achievement will determine when, and at what level, the school is placed in the matrix.
- Schools will not be placed in the matrix until they have not made AYP for two consecutive years. Therefore, some schools participating in the underperforming schools programs and non-Title I schools will not be placed in the matrix until August 2004 using the August 2003 and 2004 STAR data.
- All schools currently in II/USP or CSR will receive up to three years of underperforming school funding before being subject to sanctions.
- Effective September 2004, “significant growth” may no longer be applicable. **(See Issue Paper #4)**

Timeline and Steps for Implementing Interventions in an Aligned Accountability System

- **April/May, 2003** – Analyze existing state statute to determine what, if any, legislative changes are necessary to implement Critical Element 1.6 and to further develop graduated interventions for the School Intervention Matrix
- **May, 2003** – Will introduce legislative changes, if necessary; develop proposal for potential funding of High Priority Schools Program for 2003-04, using any available general funds and federal Section 1003 funds for School Improvement
- **May, 2003** – Share with county offices and other LEAs the proposed system to align state and federal interventions
- **June, 2003** – Develop specifications for funded work as part of the Statewide System of School Support and as described in Critical Element 1.6; solicit proposals for this work from 11 county offices designated as

the LEA responsible for administering S4 funding in each of the 11 CCSESA regions

- **July, 2003** – Fund S4 grants for the 2003-04 school year
- **June-September, 2003** – Work intensively with the S4 system and with the Comprehensive Assistance Centers on the development of tools, models and strategies for intervention work, in line with State Board of Education priorities. Build capacity of S4 to develop district capacity to help schools and to field SST's for certain schools where necessary
- **October/November, 2003** – After Star Classification Matrix is released, place schools as appropriate in the School Intervention Matrix and disseminate to LEAs.

Figure 1
Comparison of State and Federal Accountability Programs

Item	State		Federal	
	II/USP	HPSGP	CSRD	Program Improvement
Number of schools	1,287	630	196	813
Eligibility	Bottom 5 deciles	Bottom 5 deciles—only a majority of decile 1 funded to date	Competitive grant process (schools eligible for II/USP, HP, or PI)	Title I Program Improvement Schools
Entry criteria	Fail API for one year	Not Applicable	Not Applicable	Fail AYP for two years
Planning funds	\$50,000 grant	Optional \$50,000 grant	No grant	No grant
Plan requirements	22 specific requirements	All II/USP requirements plus four additional requirements	11 specific components. Must use research-based model	Research based plan
Intervention year 1	Implement action plan—\$200 per pupil	Implement action plan—\$400 per pupil	Implement action plan—\$200 per pupil	School Choice
Intervention year 2	Implement action plan—\$200 per pupil	Implement action plan—\$400 per pupil	Implement action plan—\$200 per pupil	Choice and Supplemental Services
Intervention year 3	Exit, sanctions, or significant growth and \$200 per pupil	Implement action plan—\$400 per pupil	Implement action plan—\$200 per pupil	Choice, supplemental services, corrective action by school district
Intervention year 4	Continue sanctions and continue to watch schools that did not exit but are making significant growth	Exit, sanctions, or significant growth at \$400 per pupil.	If part of II/USP or HPSGP, exit, sanctions, or significant growth	Plan for restructuring
Intervention year 5	Continue sanctions & continue to watch significant growth schools	Continue sanctions & continue to watch significant growth schools	Continue sanctions & continue to watch significant growth schools	Restructuring
Exit criteria	Meet growth targets two years in a row	Not specified	II/USP or HPSGP exit criteria apply if under those programs	Make AYP for two consecutive years
Sanctions funding	\$150 per pupil; \$75,000 - \$125,000 for School Assistance & Intervention Teams	Not specified	II/USP or HPSGP sanctions apply if under those programs	Title I 2% School Improvement set aside provides funding for LEAs to support PI schools
Criteria for Exiting Sanctions	Make significant growth for two consecutive years	Not specified	II/USP or HPSGP sanctions apply if under those programs	

Figure 2

School Intervention Matrix

Schools are placed in the School Intervention Matrix based on their “Star” designation from the Classification Matrix. The Classification Matrix combines the Academic Performance Index with AYP Requirements and assigns all schools a star designation based on the results.

Following are the seven categories of the intervention matrix:

- Five Stars
- Four and Three Stars meeting AYP
- Four Stars with an API score of 800 to 1000 not meeting AYP
- Three Stars with an API score of 600 to 799 not meeting AYP
- Two Stars with an API score of 600-799 not meeting AYP
- Two Stars with an API score of 200-599 (not meeting AYP)
- One Star with an API Score of 200-599 (not meeting AYP)

Five Star Schools					
	Year 1	Year 2	Year 3	Year 4	Year 5
Title I Status					
Title I and Non-Title I Schools	Recognition/ Rewards	Recognition/ Rewards	Recognition/ Rewards	Recognition/ Rewards	Recognition/ Rewards
Three and Four Star Schools Meeting AYP					
	Year 1	Year 2	Year 3	Year 4	Year 5
Title I Status					
Title I and Non-Title I Schools	Recognition/ Rewards	Recognition/ Rewards	Recognition/ Rewards	Recognition/ Rewards	Recognition/ Rewards

Four Stars (API Score of 800 to 1000)

		Year 1	Year 2	Year 3	Year 4	Year 5	
AYP	Title I						
Failed AYP for two consecutive years with an API of 800 to 1000 and Four Stars	Title I	<ul style="list-style-type: none"> • School Choice • District must approve a 2-year plan to Improve Student Achievement • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District notifies parents • District continues to ensure tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development 	
Failed AYP for two consecutive years with an API of 800 to 1000 and Four Stars	Non Title I	←			Under Development	→	

Three Stars (API Score of 600 to 799)

Three Stars (API Score of 600 to 799)							
AYP	Title I Status	Year 1	Year 2	Year 3	Year 4	Year 5	
Failed AYP for two consecutive years with an API Score of 600 to 799 and Three Stars -	Title I	<ul style="list-style-type: none"> • School Choice • District must approve a 2-year plan to improve Student Achievement • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development 	
Failed AYP for two consecutive years with an API Score of 600 to 799 and Three Stars -	Non Title I	←			Under Development	→	

Two Stars (API Score of 600 to 799)

Two Stars (API Score of 600 to 799)						
		Year 1	Year 2	Year 3	Year 4	Year 5
AYP	Title I Status					
Failed AYP for two consecutive years with an API Score of 600 to 799 and Two Stars -	Title I	<ul style="list-style-type: none"> • School Choice • District must approve a 2-year plan to improve Student Achievement • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • Under Development
Failed AYP for two consecutive years with an API Score of 600 to 799 and Two Stars -	Non Title I	← Under Development →				

Two Stars (API Score of 200 to 599)						
		Year 1	Year 2	Year 3	Year 4	Year 5
AYP	Title I Status					
Failed AYP for two consecutive years with an API Score of 200 to 599 and Two Stars -	Title I	<ul style="list-style-type: none"> • School Choice • District must approve a 2-year plan to improve Student Achievement • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District implements at least one of the following corrective actions: 1) replace staff responsible for school's failure 2) implement a new curriculum, 3) decrease management authority, 4) appoint an outside expert, 5) restructure the school 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District develops plan for alternative governance—if plan involves state intervention, the CDE must approve the plan 	<ul style="list-style-type: none"> • District implements alternative governance plan
Failed AYP for two consecutive years with an API Score of 200 to 599 and Two Stars -	Non Title I	← Under Development →				

One Star						
AYP	Title I Status	Year 1	Year 2	Year 3	Year 4	Year 5
Failed AYP for two consecutive years with one star in the second year	Title I	<ul style="list-style-type: none"> • School Choice • District must approve a 2-year plan to improve Student Achievement • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District notifies parents • District ensures tech. assistance 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District implements at least one of the following corrective actions: 1) replace staff responsible for school's failure 2) implement a new curriculum, 3) decrease management authority, 4) appoint an outside expert, 5) restructure the school 	<ul style="list-style-type: none"> • School Choice • Supplemental Services • District develops plan for alternative governance—if plan involves state intervention, the CDE must approve the plan 	<ul style="list-style-type: none"> • District implements alternative governance plan
Failed AYP for two consecutive years with one star in the second year	Non Title I	← Under Development →				

Critical Element 1.6

Issue Paper #1

Issue: What should be done about schools without a valid API?

California has 8,812 schools that are part of the state's accountability system. Currently, there are 1,578 schools statewide that do not have a valid API for 2002 (see Attachment 1 on the following page). Of the schools without a valid API, 1,297 are participating in the Alternative Schools Assessment System and 54 were newly formed in 2001-02 and were not eligible to receive an API growth target in 2002. Therefore, there are 513 schools that had a 2001 base API that do not have a 2002 growth API.

Of immediate concern, there are 12 II/USP schools in cohort I, and 9 schools in cohort II that do not have a valid API. Although the lack of an API is a matter of concern for all schools, it is a particular problem for the 21 II/USP schools. These schools agreed to participate in II/USP, received targeted funding, and agreed to be held accountable for improving student achievement. However, without an API there is no way of knowing whether these schools have or have not improved student achievement. Therefore, CDE cannot determine if these 21 schools should be placed in the School Intervention Matrix or exit the program.

In the new proposed state and federal accountability system, all schools will be held accountable to adequate yearly progress (AYP). The SBE approved the use of the API for all grade levels as the other indicator of AYP required under NCLB. Schools without an API would automatically fail AYP.

To resolve these issues, the CDE would like to pursue legislation that would allow CDE to calculate a best estimate API. This best estimate API would be calculated for schools that had their APIs invalidated for reasons other than a significant demographic change in their student population. For example, schools that had their API invalidated because of excessive parental waivers or adult testing irregularities would be candidates for a best estimate API.

Reasons Some Schools
Did Not Receive 2002 Growth Results

	<u>Number of Schools</u>
All Schools, Fall 2001	8,812
Schools Receiving 2002 Growth APIs	<u>-7,234</u>
Schools Not Receiving 2002 Growth APIs	1,578
Newly Formed Schools (No Opportunity to Measure Growth)	54
Alternative Schools, Special Education Centers, and Very Small Schools (fewer than 11 valid scores)	1,297
<i>Schools in 2001 Base API Report Not Receiving 2002 API (Growth):</i>	
• Data Corrections Pending from Test Publisher (2002)	1
• A Valid 2001 Base Score Does Not Exist due to adult testing irregularities in 2001	26
• Excessive Parent Waivers (2001 or 2002)	99
• Not a Significant Percentage of 2001 STAR Scores in a Content Area	7
• Not a Significant Percentage of 2002 STAR Scores in a Content Area	22
• Unresolved Data Discrepancies (2001)	1
• Testing Irregularities Reported by Districts in 2002	24
• API Not Comparable (Reported by District)	23
• No 2002 Test Results	23
• Missing some STAR test results in 2002	1
Subtotal	<u>513</u>
Total	<u>1,578</u>

Critical Element 1.6

Issue Paper #2

Issue: What criteria should be used to exit II/USP Schools from the program?

A major goal of the proposed alignment of the state and federal accountability systems is to reduce the disparities among the various underperforming schools programs.

Ultimately, this will require that all schools currently participating in II/USP and HP transition into the new merged system, as organized by the School Intervention Matrix. The matrix defines the level of intervention/sanctions that schools would receive if they failed to meet AYP for two consecutive years.

Currently, PSAA legislation requires schools to meet API growth targets, both schoolwide and comparable improvement, to exit the program. Yet, the federal system depends on whether or not schools make AYP. Although CDE would like to align the systems as soon as possible, entry into the new aligned accountability system for these schools must address fairness, adequacy of notice, and adequate access to support.

Three options are available:

1. Retain the current law for II/USP and HP schools to meet API growth targets for all schools currently participating in II/USP (Cohorts I, II and III) and HP. The downside to this option is the tremendous length of time it would take to transition to the aligned system. (SB 1310 permits schools to remain under watch indefinitely as long as they continue to make significant growth, thus they would not be subject to placement in the Intervention Matrix.)
2. Hold all schools accountable to AYP in August 2003, thereby changing the exit expectations for schools precipitously. This option moves to the new aligned accountability system quickly, however, it seems inherently unfair to change the rules for exiting II/USP at such a late date.

3. Transition schools to AYP by allowing eligible cohort I and II schools to exit the program in 2003 by meeting API growth targets and begin using AYP as the exit criteria in 2004 for all schools remaining in II/USP and HP. This option allows schools to exit II/USP this year based on API and provides adequate notice regarding a change in the exit criteria for future years.

CDE staff recommends option 3.

Critical Element 1.6

Issue Paper #3

Issue: How should schools exit state sanctions?

This past year, 24 II/USP schools became subject to state sanctions and are required to contract with a School Assistance and Intervention Team (SAIT). These schools will continue as state-monitored schools for three years, unless they exit state corrective action. Currently, SB 1310 defines the exit criterion for schools under state sanctions as making significant growth for two consecutive years.

In addition, an unknown number of schools will be identified for state corrective action based on the 2003 STAR data. There are **two options** on how to handle schools subject to state sanctions in the new accountability system:

1. Maintain the current exit criteria for II/USP state-monitored schools and monitor the schools for up to three years. This maintains the current legislation, but sets the bar for measuring student achievement at a lower level than NCLB.
2. Change the exit criteria to align with NCLB and hold schools accountable for making AYP to exit state sanctions. Schools that do not make AYP for two consecutive years will be placed on the Intervention Matrix. For example, II/USP Cohort II schools under state sanctions that do not make AYP in 2004 and 2005 would be placed in the matrix. This option provides a single bar for measuring student achievement across the various underperforming schools programs and is particularly helpful for schools participating in multiple programs.

In order to align the systems as soon as possible, CDE recommends option 2.

Critical Element 1.6

Issue Paper #4

Issue: How long and at what level should schools be funded in the underperforming schools programs?

Based on the proposed aligned state and federal accountability system, additional funding will be provided to schools with a designation of “one star” on the Classification Matrix. (The API score may be used to prioritize funding if resources are limited.) Schools with Title I funds would receive additional NCLB Section 1003 School Improvement funds, non-Title I schools would receive state general funds from the High Priority Schools Program, resources permitting.

Issue 4a: How long should schools be funded?

HP schools currently receive either three or four years of funding. Schools that do not exit the program at the end of three years, but make significant growth, receive a fourth year of funding. NCLB provides schools up to four years to improve student achievement before they are required to implement a new governance structure. During those four years, the district is required to provide support and interventions. Since one star schools will receive either Title I Program Improvement funds or HP funds to support the improvement of student achievement, both funding sources should promote the same length of funding.

To align with NCLB one star schools should receive four years of funding to support their improvement efforts. It also seems appropriate to provide funding for the full four years regardless of whether or not a school meets AYP or moves to a new star designation. Consistency of funding for a fixed period of time will help ensure that schools making progress won't slip back into the accountability system.

Issue 4b: What funding level should schools receive?

Based on data simulations conducted by the Policy and Evaluation Division, CDE anticipates approximately 652 elementary and middle schools, and an unknown number of high schools, would be designated with the one star in August 2003. (Of the elementary and middle schools 304 would be in state rank one, 265 in state rank two, 77 in state rank three, and 6 in state rank four). There are **two options** available:

1. Revert the funding level for HP to \$200 per student due to limited resources and the number of schools anticipated to be designated as one star schools.
2. Maintain the current funding level for HP at \$400 per student and fund fewer one star schools.

APPENDIX A

Excerpt from NO CHILD LEFT BEHIND Legislation

SEC. 1111. STATE PLANS.

(a) PLANS REQUIRED-

(1) IN GENERAL- For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency, in consultation with local educational agencies, teachers, principals, pupil services personnel, administrators (including administrators of programs described in other parts of this title), other staff, and parents, that satisfies the requirements of this section and that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

(2) CONSOLIDATED PLAN- A State plan submitted under paragraph (1) may be submitted as part of a consolidated plan under section 9302.

(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY-

(1) CHALLENGING ACADEMIC STANDARDS-

(A) IN GENERAL- Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.

(B) SAME STANDARDS- The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.

(C) SUBJECTS- The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children.

(D) CHALLENGING ACADEMIC STANDARDS- Standards under this paragraph shall include —

(i) challenging academic content standards in academic subjects that —

(I) specify what children are expected to know and be able to do;

- (II) contain coherent and rigorous content; and
 - (III) encourage the teaching of advanced skills; and
- (ii) challenging student academic achievement standards that —
- (I) are aligned with the State's academic content standards;
 - (II) describe two levels of high achievement (proficient and advanced) that determine how well children are mastering the material in the State academic content standards; and
 - (III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

(E) INFORMATION- For the subjects in which students will be served under this part, but for which a State is not required by subparagraphs (A), (B), and (C) to develop, and has not otherwise developed, such academic standards, the State plan shall describe a strategy for ensuring that students are taught the same knowledge and skills in such subjects and held to the same expectations as are all children.

(F) EXISTING STANDARDS- Nothing in this part shall prohibit a State from revising, consistent with this section, any standard adopted under this part before or after the date of enactment of the No Child Left Behind Act of 2001.

(2) ACCOUNTABILITY-

(A) IN GENERAL- Each State plan shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress as defined under this paragraph. Each State accountability system shall--

- (i) be based on the academic standards and academic assessments adopted under paragraphs (1) and (3), and other academic indicators consistent with subparagraph (C)(vi) and (vii), and shall take into account the achievement of all public elementary school and secondary school students;
- (ii) be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, except that public elementary schools, secondary schools, and local educational agencies not participating under this part are not subject to the requirements of section 1116; and
- (iii) include sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they

make adequate yearly progress in accordance with the State's definition under subparagraphs (B) and (C).

(B) ADEQUATE YEARLY PROGRESS- Each State plan shall demonstrate, based on academic assessments described in paragraph (3), and in accordance with this paragraph, what constitutes adequate yearly progress of the State, and of all public elementary schools, secondary schools, and local educational agencies in the State, toward enabling all public elementary school and secondary school students to meet the State's student academic achievement standards, while working toward the goal of narrowing the achievement gaps in the State, local educational agencies, and schools.

(C) DEFINITION- Adequate yearly progress' shall be defined by the State in a manner that--

(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State;

(ii) is statistically valid and reliable;

(iii) results in continuous and substantial academic improvement for all students;

(iv) measures the progress of public elementary schools, secondary schools and local educational agencies and the State based primarily on the academic assessments described in paragraph (3);

(v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:

(I) The achievement of all public elementary school and secondary school students.

(II) The achievement of--

(aa) economically disadvantaged students;

(bb) students from major racial and ethnic groups;

(cc) students with disabilities; and

(dd) students with limited English proficiency;

except that disaggregation of data under subclause

(II) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(vi) in accordance with subparagraph (D), includes graduation rates for public secondary school students (defined as the percentage of students who graduate from secondary school with

a regular diploma in the standard number of years) and at least one other academic indicator, as determined by the State for all public elementary school students; and

(vii) in accordance with subparagraph (D), at the State's discretion, may also include other academic indicators, as determined by the State for all public school students, measured separately for each group described in clause (v), such as achievement on additional State or locally administered assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses.

(D) REQUIREMENTS FOR OTHER INDICATORS- In carrying out subparagraph (C)(vi) and (vii), the State--

(i) shall ensure that the indicators described in those provisions are valid and reliable, and are consistent with relevant, nationally recognized professional and technical standards, if any; and

(ii) except as provided in subparagraph (I)(i), may not use those indicators to reduce the number of, or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if those additional indicators were not used, but may use them to identify additional schools for school improvement or in need of corrective action or restructuring.

(E) STARTING POINT- Each State, using data for the 2001-2002 school year, shall establish the starting point for measuring, under subparagraphs (G) and (H), the percentage of students meeting or exceeding the State's proficient level of academic achievement on the State assessments under paragraph (3) and pursuant to the timeline described in subparagraph (F). The starting point shall be, at a minimum, based on the higher of the percentage of students at the proficient level who are in--

(i) the State's lowest achieving group of students described in subparagraph (C)(v)(II); or

(ii) the school at the 20th percentile in the State, based on enrollment, among all schools ranked by the percentage of students at the proficient level.

(F) TIMELINE- Each State shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the end of the 2001-2002 school year, all students in each group described in subparagraph (C)(v) will meet or exceed the State's proficient level of academic achievement on the State assessments under paragraph (3).

(G) MEASURABLE OBJECTIVES- Each State shall establish statewide annual measurable objectives, pursuant to subparagraph (C)(v), for meeting the requirements of this paragraph, and which--

(i) shall be set separately for the assessments of mathematics and reading or language arts under subsection (a)(3);

(ii) shall be the same for all schools and local educational agencies in the State;

(iii) shall identify a single minimum percentage of students who are required to meet or exceed the proficient level on the academic assessments that applies separately to each group of students described in subparagraph (C)(v);

(iv) shall ensure that all students will meet or exceed the State's proficient level of academic achievement on the State assessments within the State's timeline under subparagraph (F); and

(v) may be the same for more than 1 year, subject to the requirements of subparagraph (H).

(H) INTERMEDIATE GOALS FOR ANNUAL YEARLY PROGRESS- Each State shall establish intermediate goals for meeting the requirements, including the measurable objectives in subparagraph (G), of this paragraph and that shall--

(i) increase in equal increments over the period covered by the State's timeline under subparagraph (F);

(ii) provide for the first increase to occur in not more than 2 years; and

(iii) provide for each following increase to occur in not more than 3 years.

(I) ANNUAL IMPROVEMENT FOR SCHOOLS- Each year, for a school to make adequate yearly progress under this paragraph--

(i) each group of students described in subparagraph (C)(v) must meet or exceed the objectives set by the State under subparagraph (G), except that if any group described in subparagraph (C)(v) does not meet those objectives in any particular year, the school shall be considered to have made adequate yearly progress if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments under paragraph (3) for that year decreased by 10 percent of that percentage from the preceding school year and that group made progress on one or more of the academic indicators described in subparagraph (C)(vi) or (vii); and

(ii) not less than 95 percent of each group of students described in subparagraph (C)(v) who are enrolled in the school are required to take the assessments, consistent with paragraph (3)(C)(xi) and with accommodations, guidelines, and alternative assessments provided in the same manner as those provided under section 612(a)(17)(A) of the Individuals with Disabilities Education Act and paragraph (3), on which adequate yearly progress is based (except that the 95 percent requirement described in this clause shall not apply in a case in which the number of students in a category is insufficient to yield statistically reliable information or

the results would reveal personally identifiable information about an individual student).

(J) UNIFORM AVERAGING PROCEDURE- For the purpose of determining whether schools are making adequate yearly progress, the State may establish a uniform procedure for averaging data which includes one or more of the following:

(i) The State may average data from the school year for which the determination is made with data from one or two school years immediately preceding that school year.

(ii) Until the assessments described in paragraph (3) are administered in such manner and time to allow for the implementation of the uniform procedure for averaging data described in clause (i), the State may use the academic assessments that were required under paragraph (3) as that paragraph was in effect on the day preceding the date of enactment of the No Child Left Behind Act of 2001, provided that nothing in this clause shall be construed to undermine or delay the determination of adequate yearly progress, the requirements of section 1116, or the implementation of assessments under this section.

(iii) The State may use data across grades in a school.



APRIL 2003 AGENDA

SUBJECT	X	ACTION
<i>Guidelines for Administering, Scoring, and Reporting Locally Adopted Tests of Achievement for Use as Indicators in the Alternative Schools Accountability Model.</i>		INFORMATION
		PUBLIC HEARING

Recommendation:

Adopt Guidelines for Administering, Scoring, and Reporting Locally Adopted Tests of Achievement for Use as Indicators in the Alternative Schools Accountability Model.

Summary of Previous State Board of Education Discussion and Action

In December 2002 and February 2003 the Board approved eight assessment instruments for use as locally adopted measures of achievement in the Alternative Schools Accountability Model (ASAM) subject to development and Board approval of formal administration and reporting guidelines. These guidelines were presented as information to the Board in March 2003 and are now presented for approval.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None

Attachment(s)

[Attachment I](#): Guidelines for Administering, Scoring, and Reporting Locally Adopted Tests of Achievement for Use as Indicators in the Alternative Schools Accountability Model
(Pages 1-5)

Guidelines for Administering, Scoring, and Reporting Locally Adopted Tests of Achievement for Use as Indicators in the Alternative Schools Accountability Model

The California State Board of Education has approved several assessment instruments for schools registered in the Alternative Schools Accountability Model (ASAM). These tests can be administered to qualifying students to assess student achievement relative to the California English/Language Arts (E/LA) and Mathematics content standards. These approved instruments are intended for use in conjunction with California's State Testing and Reporting (STAR) assessment program. Results of these additional assessments may be used both for student placement and achievement purposes and for inclusion as part of the participating school's ASAM accountability profile. (See <http://www.cde.ca.gov/psaa/asam/> for a description of the ASAM system and the approved instruments.)

This document contains general administration and reporting guidelines that pertain to all approved instruments. Please refer to the administration manual for each selected instrument for test-specific administration procedures.

Assessment Selection

How may ASAM schools select an approved assessment instrument?

Key to the valid use of any assessment instrument is the application of appropriate selection criteria. Evidence must be provided that the test selection process was overseen and approved by school personnel with sufficient training in testing and with appropriate legal authority. Each ASAM school must maintain evidence that assessment selection was overseen consistent with state regulations and industry standards (APA/AERA/NCME, 2001).¹ Such evidence may include the experience and training of individuals responsible for selection and documentation of the selection process (e.g., agendas and minutes of selection committee meetings). All selection decisions must be shown to be consistent with relevant school policies (e.g., local board resolutions authorizing the approval process and approving final instrument selection).

Student Eligibility

Student Eligibility for Participation in this Testing Process

How long (days) must students be enrolled in the ASAM school before the assessment instruments are administered?

Students may be tested immediately upon enrollment in the ASAM school through the twentieth day of enrollment so long as it has been determined that the assessment administration will yield reliable and valid results of the students' academic achievement to date.

¹ American Educational Research Association, American Psychological Association, and National Council on Measurement in Education; 1999, *Standards for Educational and Psychological Testing*. Washington DC: American Psychological Association.

Are there any behavioral or academic qualifications for participation?

Eligible students must be deemed to be in “good standing” relative to school, district, and state regulations. No student who has been either suspended or expelled from the ASAM school in question may participate in this testing program during the period of suspension or expulsion.

Must all eligible students be tested within a given timeframe?

Pre-testing must occur within 20 days of a student’s continuous enrollment in the ASAM school, subject to the recommended norming periods² for specific approved tests. (See the administration manual and technical support documents for each approved test to determine appropriate administration windows.)

Proctor Eligibility

Proctor Eligibility for this Additional Testing Process

May only certificated staff proctor assessments?

Any certificated staff trained on appropriate administration guidelines may proctor ASAM assessments. In addition, trained and qualified paraprofessionals under the direct supervision of a certificated staff member may also proctor ASAM assessments.

What training must be provided to proctors on proper administration procedures and test security?

All proctors must receive copies of these guidelines as well as those provided in the administration manual for each locally adopted assessment instrument. School officials are required to provide adequate training for potential proctors and make knowledgeable staff available to proctors for follow-up questions. School administrators and designees must monitor all assessment administrations to ensure adherence to all relevant and appropriate guidelines and must attest that the administration procedures were applied properly upon submission of annual ASAM assessment results.

May the student’s current classroom teacher participate in the assessment administration process?

All certificated staff, including the students’ current instructor(s), may proctor assessments. Administrators must ensure that any relationships with students do not bias the administration process and unduly influence assessment results.

Administration

Administration Window/Frequency

Is there an official (statewide) testing window or may students be tested immediately upon meeting eligibility requirements?

² Norming Requirements: Some of the approved assessment instruments have specific norming requirements related to when they can be administered. Where appropriate, these norming requirements must be adhered to.

Students must be pretested within 20 days following initial continuous enrollment, subject to the norming requirements of the selected instrument.

When may students be eligible for posttesting?

Posttesting should be preceded by appropriate instruction based on the student's needs and relevant content standards for each student's course of study. Posttesting may not occur prior to 30 instructional days after the pretest administration. Instrument-specific recommended posttest periods may be determined by consulting the relevant administration manual and other technical support material for a given assessment instrument.

What are allowable form procedures for posttesting?

Pre and posttests cannot be conducted using identical forms. Alternate forms must be used where a substantial number of items differ from those on the pretest. For the computer adapted tests, this is not a concern since the adaptive process creates the equivalent of different forms across administrations.

Materials Provided for Administration

What materials may be provided to support assessment administration?

Unless otherwise indicated as required to support the administration of a specific approved ASAM assessment instrument, only materials appropriate for STAR testing may be used for ASAM assessment administration. (See <<http://www.startest.org/pdfs/distcoord.pdf>> for approved STAR support materials.) Typical administration support materials are subject to the specific testing requirements as outlined in the manual for each assessment. They include: testing booklets, number 2 pencils, answer sheets, scratch paper, computers, and keyboard.

Time Allowed for Each Test/Test Section

How much time may be allowed for overall test administration and for each test subsection?

Timing for each instrument should be determined based on information provided in the relevant test administration manual. Time accommodations that invalidate test norms and results are not permitted.

Make-Up and Retesting

Under what circumstances is make-up testing acceptable?

Students may be pretested at any point within the initial 20 day window described above. Posttesting may occur at any point following appropriate instruction, subject to the required 30-day interval and the norming and administration requirements for each approved assessment instrument.

Security and Storage Requirements

What security provisions must be implemented?

Schools must develop and implement test security guidelines and procedures. Assessment instruments must be stored in a secure, locked location with controlled access prior to and following each test administration. An ASAM Test Security Agreement must be signed by site-based assessment coordinators or principals to ensure security of the materials. Only individuals directly involved in the assessment process should be provided access to test materials and answer documents. Security procedures should be included as part of the training requirements described above. The principal of each ASAM school that submits data on locally adopted test indicators for accountability purposes must annually attest that the school fully implemented its assessment security plan.

Computer administered tests must be protected by individual password, as described in specific instrument administration guidelines.

Accommodations

What accommodations must be provided for special education students and English Language Learners?

All instruments approved for ASAM assessment have been reviewed for their appropriateness for special populations, including special education students and English Language Learners (ELLs). Unless otherwise indicated as specifically allowable for an approved ASAM assessment instrument, only accommodations approved for STAR testing may be used for ASAM assessment administration. (See <<http://www.startest.org/pdfs/distcoord.pdf>>) for approved STAR accommodations.)

Scoring Methods

Must scoring be provided by the test publisher or a private scoring service external to the school?

Schools are encouraged to use external scoring services to ensure the accuracy and integrity of the scoring process. However, ASAM schools with the appropriate expertise and support materials (scoring software) may score student assessment work locally if they develop a security plan that guarantees the integrity of the scoring process.

Which staff are eligible to score the assessment instrument?

All certificated local staff (and supervised paraprofessionals), properly trained and familiar with all security provisions, may participate in the scoring process under the supervision of the school principal or his/her designee. All scoring activities must be consistent with any requirements detailed for each specific approved assessment instrument.

Record Keeping

What records must be maintained to certify the accuracy of the scoring process?

ASAM schools must maintain original answer documents for a period of at least three years. (For computer-administered instruments, printed reports summarizing the student's performance may substitute for an original answer document.) Upon submission of annual ASAM assessment results, the principal of each ASAM school must attest that the scoring process was applied accurately, consistent with the local security plan.

How are records kept for computer administered and adapted tests?

Printed, paper copies of test scores from computer administered and adapted tests must be kept on file for a period of three years.

Reporting

What data must be submitted for each student tested?

Each school must submit the following data, for each student tested:

- Local student ID number (as available)
- Test name
- Dates pre and post tests were administered
- Any test accommodations used
- Scores on each assessment instrument (total score and subscale scores)
- Student demographics
 - Date of birth
 - Grade level
 - Gender
 - Language fluency and home language
 - Special program participation
 - Participation in free/reduced lunch
 - Ethnicity
 - Learning deficiency or disabilities
 - District mobility
 - Parent education

When must each school submit annual ASAM assessment data?

Schools following a traditional school calendar year must submit ASAM assessment results by June 30 every year. Schools following a 12-month calendar ending before May 31 must submit ASAM assessment results 30 days after the official end of the school year.

In what format must annual ASAM assessment data be submitted?

The California Department of Education will provide specific instructions and formats for the annual electronic submission of ASAM assessment data.

**APRIL 2003 AGENDA**

SUBJECT		ACTION
Preliminary information for determining adequate yearly progress (AYP) using ASAM indicators for schools that have fewer than the required minimum number of valid test scores.	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Review preliminary information for determining adequate yearly progress using ASAM indicators for schools that have fewer than the required minimum number of valid test scores. This item will come before the Board for action in June 2003.

Summary of Previous State Board of Education Discussion and Action

In California's Consolidated State Application Accountability Workbook submitted to the U.S. Department of Education on January 31, 2003, California states that Local Education Agencies (LEAs) will be responsible for establishing the AYP for schools without a sufficient number of valid test scores. Furthermore, *"The State will furnish technical assistance to LEAs as part of this process, including the identification of approved methods for establishing AYP for these schools."*

As part of this effort, California Department of Education staff is working with its contractor, WestEd, to develop guidelines for using ASAM indicator data to determine AYP for schools that have fewer than the required minimum number of valid test scores. The Superintendent's Advisory Committee for the Public School Accountability Act (PSAA) will provide input to the guidelines at its March 28, 2003 meeting, and these draft guidelines will be provided to the Board in the supplemental mailing as an information item.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None

Attachment(s)

Additional materials will be provided in the supplemental agenda.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: April 1, 2003

From: Sue Bennett

Re: ITEM # 8

Subject *Preliminary information for determining adequate yearly progress (AYP) using Alternative Schools Accountability Model (ASAM) indicators for schools that have fewer than the required minimum number of valid test scores.*

Pursuant to the requirements of Public Law 107-110, the federal No Child Left Behind Act (NCLBA), the Superintendent's Advisory Committee on the Public School Accountability Act (PSAA) presents as information to the State Board of Education (SBE) *Options for Annual School Performance under ASAM*. These options describe proposed approaches to using ASAM indicators to determine Annual School Performance for California schools participating in the ASAM.

[Attachment I](#): Options for Annual School Performance under ASAM (Pages 1-5)

Options for Annual School Performance under ASAM

The Alternative Schools Accountability Model (ASAM) has provided a means for meaningful accountability of California's well-developed system of specialized schools serving high-risk student populations. The model under development has been carefully designed to meet the spirit of the federal No Child Left Behind (NCLB) accountability expectations. It must now evolve to align with the state's overall NCLB accountability plan yet still be appropriate to the wide array of ASAM schools. The following pages outline options and considerations in the development of an accountability process to determine annual ASAM school success.

Any proposed accountability model for alternative schools must include data indicators that are:

- Contained in the state's primary accountability system (AYP and API),
- Reliable and valid across the range of alternative school populations,
- Feasible at the local level, and
- Representative of performance that reflects success for the goals of alternative schools.

The current state NCLB plan will not hold the large majority of ASAM schools accountable for two important reasons. First, the primarily high-risk student populations that attend ASAM schools will make it nearly impossible for such schools to meet mainstream academic achievement levels. Second, the rapid turnover in student populations that attend ASAM schools will result in many of the schools not meeting the proposed state minimum number standard, resulting in data being rolled up to the local educational agency (LEA) or state level. The models proposed below are intended to guide LEAs in holding their ASAM schools accountable.

I. Data Elements

The options for calculating annual school performance include considerations of the following information:

- **The State NCLB Accountability Plan**, including both AYP and API methodology and indicators
- **ASAM Data Elements**, providing a "multiple-measure" indicator of school performance:
 - STAR/state test data
 - ASAM additional indicators

II. Strategies for Calculating Overall School Improvement

Any ASAM school accountability system must be able to adapt to the following atypical circumstances:

- ASAM schools will not all be judged by the same set of indicators
- ASAM schools will not all be judged by the same number of indicators

Each of the options presented below is flexible enough to accommodate these circumstances. The approach to ASAM accountability can be envisioned as a multi-step process, beginning with the attempt to calculate AYP and API results for each school, followed by creation of an ASAM-specific score, ending with merging the two sources of data to classify the performance of each ASAM school.

Step 1: Report AYP and API Results

1. For those ASAM schools with student populations that meet California's proposed NCLB-eligibility requirements (i.e., meet the minimum number standard), the AYP and API results should be the primary focus of school accountability.
2. For the great majority of ASAM schools (estimated at 80 percent), no AYP or API score will be reportable. For those schools, accountability must be determined from the ASAM-specific accountability model described below.
3. Even for ASAM schools that are able to attain regular AYP and API results, the State Board may choose to add ASAM-specific accountability information in determining whether the ASAM school met its NCLB expectations

Step 2: Create an ASAM-specific Rating

The Alternative Accountability Subcommittee of the Superintendent's Advisory Committee for the Public School Accountability Act (PSAA) proposes that the following model be used to determine whether an ASAM school has met annual performance requirements. The model is comprised of STAR/state test data and ASAM additional indicators. Table 1 details the specifics of the proposed model.

Table 1: Illustrative ASAM School Rating Scale

Rating:	STAR/State Test Performance Indicator		Pre-Post Achievement Indicator *		Learning Readiness and Completion Indicators	Number of Goals Met
Commendable						
	Met STAR goals		**	AND	Met goals on all additional ASAM indicator(s)	All goals met
Sufficient						
	Met STAR goals	OR	Met goals on Pre-Post achievement indicator	AND	Met goals on all additional ASAM indicator(s)	2-3 goals met
Low Performing						
	Met STAR goals	OR	Met goals on Pre-Post achievement indicator	OR	Met goal on one or more additional ASAM indicator	1 or more goals met
Very Low Performing						
	Did not meet STAR goals	AND	Did not meet goals on Pre-Post achievement indicator	AND	Met no goals on ASAM indicators	0 goals met

*Applicable only if the school has chosen pre-post tests as one of its indicators.

** A commendable school must meet STAR goals, independent of performance on pre-post indicators.

Table 1 represents one example of a “mixed model” to determine school performance standards. For schools in the lower performance bands (very low performance, low performance, and sufficient), the system is compensatory. That is, failure to meet standards on one measure can be compensated by success on others. To achieve the top rating of “commendable” performance, however, the requirements are conjunctive. A commendable school must meet all performance standards, including growth on the STAR indicator.

Step 3: Merge AYP/API and ASAM-specific Data

The State may elect to use both AYP/API and ASAM-specific accountability information in its ASAM school accountability model. The tables below present different options to accomplish this. Option 1 uses ASAM data to potentially mitigate the final NCLB classification. Option 2 does not affect the NCLB classification; rather, it uses the ASAM data to provide additional information on the school’s performance

Option 1: MITIGATED NCLB CLASSIFICATION

AYP/API LEVEL	ASAM LEVEL			
	COMMENDABLE	SUFFICIENT	LOW PERFORMING	VERY LOW PERFORMING
n/a*	meets AYP	meets AYP	fails AYP	fails AYP
4	meets AYP	meets AYP	meets AYP	meets AYP
3	meets AYP	meets AYP	meets AYP or provisional AYP	provisional AYP**
2	meets AYP or provisional AYP	meets AYP or provisional AYP	fails AYP	fails AYP
1	meets AYP or provisional AYP	provisional AYP	fails AYP	fails AYP

*School does not receive a mainstream AYP level because it fails to meet state minimum number levels or other NCLB requirements. The AYP accountability decision is based solely on ASAM-specific data.

**Provisional AYP: The decision to place school into corrective action is deferred until additional data are available.

Option 2: ADDITIONAL ASAM CLASSIFICATION

AYP/API LEVEL	ASAM LEVEL			
	COMMENDABLE	SUFFICIENT	LOW PERFORMING	VERY LOW PERFORMING
n/a*	****	***	**	*
4	*****	*****	****	****
3	****	****	***	***
2	****	***	**	**
1	****	***	**	*

- ***** = Exemplary
- **** = Commendable
- *** = On the Move
- ** = Some Improvement
- * = Academic Watch



APRIL 2003 AGENDA

SUBJECT: Reading First Program--Criteria for Selection of Independent, External Evaluator	<input checked="" type="checkbox"/> ACTION
	<input type="checkbox"/> INFORMATION
	<input type="checkbox"/> PUBLIC HEARING

RECOMMENDATION:

Approve criteria for selection of independent, external evaluator for the Reading First Program that will serve as the basis for the Request For Proposal.

Summary of Previous State Board of Education Discussion and Action.

The State Board of Education approved the Reading First Plan at its May 2002 meeting. That plan, approved by the United States Department of Education on August 23, 2002, included a multi-year State-contracted evaluation of the Reading First Program to be conducted by an independent, external evaluator.

Summary of Key Issue(s).

In order to award the evaluation contract prior to the close of this fiscal year, the Board must approve criteria for the selection of the evaluator. This criteria will be utilized to develop the Request for Proposal that will be disseminated to solicit proposals and award the contract.

Fiscal Analysis (as appropriate).

The 2002-2003 Budget Act includes \$500,000 in federal funds for the first year of the Reading First independent, external evaluation.

Background Information Attached to this Agenda Item.

Additional information will be provided in the supplemental mailing.

Last Minute Memorandum

April 7, 2003

To: State Board of Education Members



From: Marion Joseph
Special Consultant to the State Board

Subject: Item 9, April 2003 Agenda
Reading First Program – Criteria for Selection of Independent
External Evaluator

According to California's Reading First Plan (as approved by the United States Department of Education on August 23, 2002), the State Board of Education needs to approve the specifications for the work of the external independent evaluator (as noted in Exhibit XIII, Agency Responsibilities). Staff from the California Department of Education (CDE) have met on several occasions with State Board staff and members of the advisory panel that is assisting with Reading First implementation. Through these meetings, various evaluation questions have been developed that will serve as key specifications in the Request for Proposals (RFP). We believe these questions reflect – both technically and in spirit – the requirements of federal law and the provisions of the state's plan. We recommend that the State Board approve these questions (see attachment) to become the guiding specifications around which the RFP will be constructed. Responsiveness of potential contractors regarding how these questions will be addressed will then become key criteria upon which proposals will be assessed.

The State Board's approval of the evaluation questions will permit the CDE staff to complete and issue the RFP. The CDE's subsequent roles will include assisting the State Board in the selection, administration, and monitoring of the external independent evaluator over a three-year period, beginning in 2003.

The State Board will need to award the contract for the external evaluation (which is budgeted at \$400,000 per year) at its June meeting. The contractor will be responsible for producing the 2002-03 (year 1) program evaluation, as well as (by September) some parts of the state report on student achievement, in order for the State Board to approve the report and deliver it to the United States Secretary of Education by October 2003.

ATTACHMENT

Proposed Reading First Program Evaluation Questions

Program Implementation

1. How well did participating districts and schools implement their Reading First Grants in accordance with California's Reading First Plan as approved by the United States Department of Education?

Specifically, what characteristics, key district/school program elements, and adherence to assurances distinguish full implementation of scientific, research-based reading programs from incomplete implementation?

2. What resources, support, and professional development activities are district-level administrative staff, schoolsite administrators, and classroom teachers receiving in implementing the Reading First grants? (Resources and support activities include, but are not limited to, funding, release time, adequate amount of appropriate instructional materials, additional staff, grade-level meetings, additional training, use of assessment data, and use of technology.)

Related questions include the following:

- a. How are the district-level administrative staff and schoolsite administrators creating structures supportive of professional development activities?
- b. How do the Reading First professional development activities crossover into classroom instructional practices and into overarching Reading First program goals and objectives?
- c. What sustained opportunities do teachers and site administrators have for collaboration with peers and for exploration of different solutions to problems being experienced in reading instruction both in the classroom and at the school level?
- d. What are the participants' perceptions of Reading First professional development activities in comparison to other professional development activities they have experienced?
- e. To what extent have district-level administrative staff, schoolsite administrators, and classroom teachers participated in the technical assistance training presented by the Regional Technical Assistance Centers (R-TAC) and the California Technical Assistance Center (C-TAC)? How do schoolsite administrators and classroom teachers implement and integrate R-TAC/C-TAC technical assistance in the Reading First instructional program at participating schools?

Program Impact/Outcome

3. What is the impact of the Reading First Program on K-3 students in participating schools?

Related questions include the following:

- a. What progress are the districts and schools making to increase the numbers of K-3 students (specifically including significant subgroups of students) whose reading achievement is at or above grade level? What progress are the districts and schools making to decrease the numbers of K-3 students (specifically including significant subgroups of students) whose reading achievement is below grade level? In partially addressing these questions:
 - 1) What progress are the districts and schools making to increase the number and percentage of students in grades 2 and 3 who are reading at or above grade level based on the STAR data, by year, by cohort, and by funding cycle?
 - 2) Which districts and schools are making the largest gains in reading achievement for students in grades 2 and 3 based on STAR data?
 - 3) What progress are the districts and schools making to increase the percentage of students in grades K-3 who meet the criteria on the recommended list of assessments for California's Reading First LEAs?
 - b. What program factors (both at the district level and at the school level) contribute to greater and lesser increases (perhaps even decreases) in reading achievement (as defined by the numbers of students reading at or above grade level)?
 - c. What are the characteristics of districts and schools that have experienced greater and lesser increases (or decreases) in reading achievement (as defined by the numbers of students reading at or above grade level)?
4. What evidence is there that the Reading First Program has improved the effectiveness¹ of participating districts and schools?

Related questions include the following:

- a. Do particular processes or activities in the implementation of the Reading First Program correlate to higher levels of program effectiveness?

¹ Effectiveness refers to operational changes in such areas as district and school organization, governance, staff attitudes and expectations, and curriculum content and instructional practices.



APRIL 2003 AGENDA

SUBJECT	X	ACTION
Standardized Testing and Reporting (STAR) Program: Including, but not limited to, STAR Program Update.	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Information item only. Submitted as an update on the STAR Program.

Summary of Previous State Board of Education Discussion and Action

None.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

None.



APRIL 2003 AGENDA

SUBJECT	X	ACTION
Golden State Examination (GSE) Program: Including, but not Limited to, Update on the GSE Program.	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Item is submitted as a placeholder for an update on the GSE Program.

Summary of Previous State Board of Education Discussion and Action

An update on the GSE Program was provided at the March 2003 State Board of Education meeting.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

None.

Supplemental Memorandum

To: STATE BOARD MEMBERS **Date:** March 28, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM #11

Subject: GOLDEN STATE EXAMINATION (GSE) PROGRAM: INCLUDING, BUT NOT LIMITED TO, UPDATE ON THE GSE PROGRAM.

Proposed Plan for Award of Golden State Recognition Program, including the Golden State Seal Merit Diploma

Through 2002, students qualified for the Golden State Seal Merit Diploma by scoring at the recognition level or above on six GSEs. These included the GSEs in either Reading/Literature or Written Composition, the GSE in U.S. History, one mathematics GSE, one science GSE, and two GSEs of the student's choice.

As of spring 2003, all GSEs except the Reading and Writing GSEs and the High School Mathematics GSE are suspended. As a result, Golden State Seal Merit Diploma Program must be modified if it is to continue.

The following is an outline of a recommended modified Golden State Diploma Program.

In its broadest outlines, the Golden State Diploma would not change. Students would still have to score at required performance levels on six examinations. These examinations would still include one examination in U.S. History, one in the area of English-language arts, one in mathematics, one in science, and two of the student's choice. Beginning in 2003, however, students could qualify for the Golden State Diploma by scoring at required levels on a combination of GSEs and California Standards Tests (CSTs) that cover subject matter formerly covered by the suspended GSEs. Specifically, students could qualify by meeting the following requirements:

- score at recognition or above on either the GSE in Reading or the GSE in Writing each of which is now combined with the related CST;
- score at the required performance level on the grade 11 History/Social Science CST (United States History and Geography);
- score at recognition or above on the GSE in High School Mathematics or at the required performance level on one of the following mathematics CSTs:
 - Algebra 1
 - Algebra II
 - Geometry
 - Integrated Mathematics 1, 2, or 3
- score at the required performance level on one of the following science CSTs:
 - Biology
 - Chemistry
 - Physics

- Earth Sciences
- Integrated Science I, II, III, or IV
- score at the required performance level on two examinations of the student's choice. To meet this requirement, the student could choose from among the following:
 - any examinations listed above that have not been used to meet another GSE requirement
 - the grade 10 History/Social Science CST

GSEs in Economics, Government/Civics, and Second-year Spanish Language are among those being suspended this spring. Since no CSTs correspond to these GSEs, these subject areas would no longer be included in the Golden State Diploma Program.

Analyses would have to be undertaken to determine which scale-score levels on the CSTs would correspond to recognition, honors, and high honors levels on the GSEs.

Following scoring of the GSEs and CSTs each year, the California Department of Education (CDE) would post on its Internet web site the GSE scale-score levels required to qualify for GSE recognition, honors, and high honors and the CST scale scores required to qualify for the equivalent GSE performance levels. Districts would continue to maintain the records necessary to determine which students qualify for the Golden State Seal Merit Diploma. The District Superintendent will submit a list of Diploma recipients to the CDE, certifying that only appropriate students will be receiving the awards. Certificate recipients for each examination will be identified for the District as part of the Standardized Testing and Reporting (STAR) results.

An electronic color-copy of the Golden State Diploma and individual test award certificates would be provided to districts. Districts could enter the name of the qualifying student, the name of the school, the date, and any other information needed to complete the diploma. They could then print a color-copy of the diploma for the student.



APRIL 2003 AGENDA

SUBJECT	X	ACTION
California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE Program Update.	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Information item only. Submitted as an update on the CAHSEE Program.

Summary of Previous State Board of Education Discussion and Action

None.

Summary of Key Issue(s)

None.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

None.

Last Minute Memorandum

To: STATE BOARD MEMBERS

Date: April 2, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM #12

Subject: California High School Exit Examination (CAHSEE): Including, but not limited to, CAHSEE Program Update.

Assembly Bill (AB) 1609 (Ch. 716, 2001, Calderon) required the State Superintendent of Public Instruction (SSPI), with the approval of the State Board of Education (SBE), to contract for an independent study regarding the requirement of passage of the CAHSEE as a condition of receiving a diploma of graduation and a condition of graduation from high school. A final report based on the study is to be delivered to the Governor, the chairs of the education policy committees in the California Legislature, SBE, and the SSPI, on or before May 1, 2003.

The study is to include, but not be limited to, examination of whether the test development process and the implementation of standards-based instruction meet the required standards for a test of this nature.

The Human Resources Research Organization (HumRRO) is conducting this study. California Department of Education (CDE) staff and SBE testing liaisons have reviewed the study design. Based on the results of the study, "...on or before August 1, 2003, SBE may delay the date upon which each pupil completing grade 12 is required to pass the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school to a date other than the 2003-04 school year if, in reviewing the report of the independent study, SBE determines that the test development process or the implementation of standards-based instruction does not meet the required standards for a test of this nature."

HumRRO Study Design and Timeline

- Review literature on findings from other states (August–December 2002);
- Analyze existing data from Standardized Testing and Reporting Program and CAHSEE (June-October 2002);
- Sample and visit schools to identify potential questions and response options (September - November 2002);
- Conduct large-scale survey of schools (January-February 2003);
- Conduct validation study using a sample of 60 schools (January-March 2003);
- Summarize findings on the test development process (February-March 2002); and
- Draft and deliver final report (March-April 2003).

In March 2002, SBE received a report on the status of the study required by AB 1609. The contract was signed in late September 2002.

During November, the draft surveys were reviewed by the contractors' outside consultant panel, CDE staff and SBE testing liaisons and staff. The input from these groups was invaluable in making improvements to the surveys.

HumRRO sent out the surveys in January to 600 high schools from the 480 school districts as well as to one feeder middle school for each high school. They visited 41 high schools, 17 feeder middle schools, and four other schools (e.g., continuation, court schools) in February and March as a follow-up to the survey to get more detailed information about standards-based instruction. HumRRO has briefed CDE staff, SBE staff, and SBE testing liaisons in March and will brief them again in April regarding the status of the report. A final report will be delivered by May 1.



APRIL 2003 AGENDA

SUBJECT	X	ACTION
California English Language Development Test (CELDT): 2002 Final Annual Assessment Results.	X	INFORMATION
		PUBLIC HEARING

Recommendation:

This item is submitted to the State Board of Education (SBE) for their information.

Summary of Previous State Board of Education Discussion and Action

SBE was provided preliminary results of the 2002 CELDT annual assessment at their March meeting. The California Department of Education (CDE) is working with the final data provided by the CELDT contractor, CTB/McGraw-Hill. If the results vary from the preliminary data, information will be provided in the supplemental mailing.

Summary of Key Issue(s)

A teleconference press briefing for the media was held on March 19th from 11 a.m. to 12:00 noon. The briefing was conducted by the Standards and Assessment Division in conjunction with CDE's Communications Office. The purpose of the briefing was to familiarize interested media with the CELDT Press Briefing Packet, to assist them in their preparation with their stories, and to provide them an opportunity to ask questions.

On March 21st, beginning at 9:00 a.m., the 2002 CELDT annual assessment results were posted on the Internet for districts to review. On March 25th, beginning at 8:00 a.m., the Web site with the CELDT results was embargoed for the media until 11:00 a.m. At 11:00 a.m., the State Superintendent of Public Instruction, Jack O'Connell, held a press conference and the Internet posting became public.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Additional material will be provided in the supplemental mailing.

Supplemental Memorandum

To: STATE BOARD MEMBERS **Date:** March 25, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM #13

Subject: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT):
2002 FINAL ANNUAL ASSESSMENT RESULTS.

Please insert the following attachments:

- [Attachment 1](#): California Department of Education News Release: State Schools Chief Announces Significant Gains in Percentage of English Learners Reaching English Proficiency (Pages 1-5)
Contains 3 Attachments
- [Attachment A](#): 2002 Annual CELDT Assessment Percent of English Learners by Overall CELDT Proficiency Level
- [Attachment B](#): California Triples Gains in English Language Proficiency 2001 and 2002 CELDT Assessments
- [Attachment C](#): Percent of English Learners that Attained English Language Proficiency on the CELDT 2001 and 2002 Annual CELDT Assessments
- [Attachment 2](#): California English Language Development Test State Board of Education Approved Criterion for English Proficiency CELDT Scale Scores for Overall Proficiency Levels (Page 1-1)

CONTACT:
REL#03-16

Pam Slater
Rick Miller

pslater@cde.ca.gov
rdmiller@cde.ca.gov

916/319-0818
3/25/03

STATE SCHOOLS CHIEF ANNOUNCES SIGNIFICANT GAINS IN PERCENTAGE OF ENGLISH LEARNERS REACHING ENGLISH PROFICIENCY

SACRAMENTO – Nearly triple the percentage of the English Learners who took the California English Language Development Test (CELDT) last year were considered to have gained proficiency in English compared to the same students who took the test in 2001, State Superintendent of Public Instruction Jack O’Connell announced today.

Analyzing results for the group of 862,004 English Learners who took the CELDT in 2001 *and* 2002, the California Department of Education (CDE) found a significant increase in the percentage of students scoring at the English proficiency levels of Early Advanced and above. A total of 11 percent (or 92,938 of the same students) attained proficiency levels of Early Advanced or above in 2001 compared with 32 percent (or 275,587 of the same students) at these levels in 2002 (See Attachment A).

This is the second year that the state has required school districts to assess all English Learners with one state-approved test during a specified period.

“California stepped up as the first state in the nation to require the use of one state test to identify and monitor English proficiency, and the results are extremely encouraging. Significant progress toward English proficiency is being made at every grade level,” O’Connell said.

“We still have a way to go to elevate all our English Learners to this level, but we certainly are heartened by these latest results,” said O’Connell.

Overall, 1,297,051 English Learners or about 21 percent of all students enrolled in California public schools last year took part in the second annual administration of the CELDT.

Findings show that 34 percent of the students taking the 2002 annual assessment scored Early Advanced or Advanced overall. Sixty-six percent scored Beginning, Early Advanced or Intermediate overall (See Attachment B).

The test results for schools, districts, counties, and the state are available on the CDE Data Center at <http://celdt.cde.ca.gov> more...more...
REL#03-16
2-2-2-2

Under state law, districts must use the CELDT for initial identification of all students whose primary language is not English and for whom there is no record of English language development results within 30 calendar days after they first enroll in a California public school. Districts also must give the CELDT annually to identified English Learners until they are reclassified as Fluent English Proficient. The testing window for the second annual administration was July 1, 2002 through October 31, 2002.

The CELDT aligns with state-adopted English Language Development Standards and covers listening and speaking skills for kindergarten and first grade, and listening, speaking, reading, and writing skills for grades two through twelve.

CELDT criteria for English language proficiency require students to attain a proficiency level of at least Early Advanced overall with each skill area at Intermediate or above. A total of 32 percent of English Learners taking the annual CELDT assessment met these criteria, compared to 24 percent in 2001 (See Attachment C).

Districts must implement a process for reclassifying English Learners to fluent English proficient. The State Board of Education has approved guidelines for reclassification. The CELDT is the primary measure for determining English fluency; other factors include teacher evaluation, parent opinion and consultation, and performance on the California Standards Test in English-Language Arts (part of the STAR program).

“This new test is shining a light on the language needs of our state’s growing population of English Learners,” O’Connell said. “The growth in the percentage of English Learners attaining English proficiency on the CELDT points to the outstanding efforts of our schools.”

###

Attachments

2002 Annual CELDT Assessment

Percent of English Learners by Overall CELDT Proficiency Level

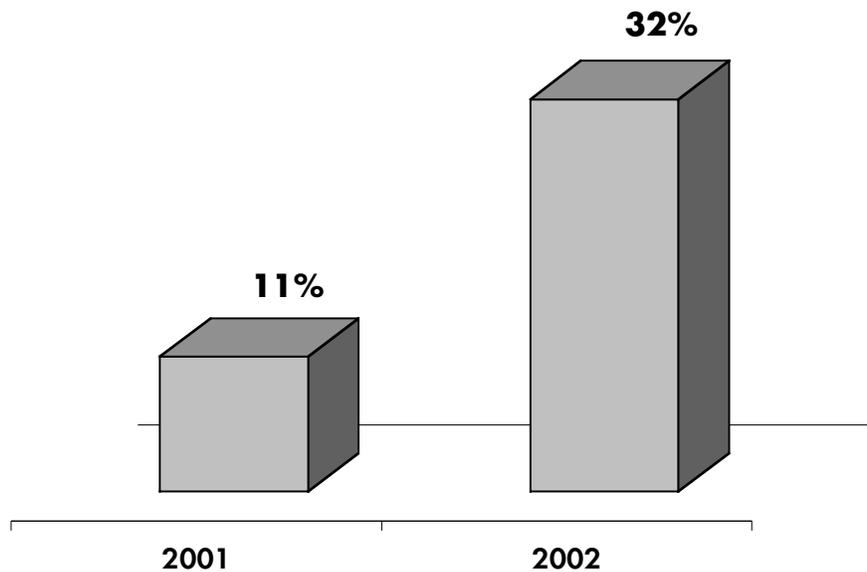
Overall Proficiency Level	2002 % of Students	2002 No. of Students
Beginning	10	124,177
Early Intermediate	19	248,578
Intermediate	37	476,737
Early Advanced	25	326,670
Advanced	9	120,889
Total	100	1,297,051

Key Points:

- This table includes all students who participated in the 2002 annual CELDT assessment.
- The columns showing the percent and numbers of students combine the scores for all four skill areas covered on the CELDT (listening, speaking, reading, and writing) into one overall proficiency level for all grades tested (K-12).
- Students attaining higher levels of English proficiency are more likely to reach higher levels of academic achievement.

California Triples Gains in English Language Proficiency

2001 and 2002 CELDT Assessments



**Percentage of Students Attaining
Early Advanced Level and Above**

Key Points:

- This chart shows proficiency levels for 862,004 students who have scores for both the 2001 and 2002 CELDT administration.
- The two years of data show overall gains with a much smaller percent of the students in the lower proficiency levels and a greater percent in the higher proficiency levels in year two.
- The percent of students scoring at Early Advanced and above on the CELDT almost tripled from year one to year two.

Percent of English Learners That Attained English Language Proficiency on the CELDT

2001 and 2002 Annual CELDT Assessments

		Grade Spans Tested				All Grades
		K-2	3-5	6-8	9-12	K-12
2002	% Proficient	22	25	39	47	32
2001	% Proficient	16	23	30	44	24
	% Difference between 2001 and 2002	6	2	9	3	8

Key Points:

- The number of students tested in 2002 totaled 1,297,051; 1,262,296 took the CELDT in 2001.
- CELDT Criteria for English language proficiency requires students to achieve a proficiency level of at least Early Advanced Overall with Skill Area scores of at least Intermediate.
- Compared to the 2001 annual assessment, a greater percentage of students in 2002 met the CELDT criteria for English proficiency.
- The CELDT score is one of four criteria set in statute for the reclassification of English Learners.



State Board of Education

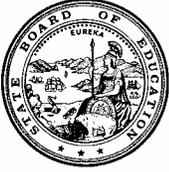
Approved Criterion for English Proficiency

CELDT Scale Scores For Overall Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410-457	458-505	506-553	554 and above
First Grade	423 and below	424-470	471-516	517-563	564 and above
Second Grade	442 and below	443-482	483-523	524-564	565 and above
Grades 3-5	446 and below	447-487	488-528	529-568	569 and above
Grades 6-8	446 and below	447-487	488-528	529-568	569 and above
Grades 9-12	446 and below	447-487	488-528	529-568	569 and above

Criteria for Determining English Proficiency

Fluent English Proficient	<p>Student's Overall Score is Early Advanced or higher</p> <p>and</p> <p>each skill area score</p> <ul style="list-style-type: none"> • Listening/Speaking (Kindergarten through Grade 12) • Reading (Grades 2 through 12 only) • Writing (Grades 2 through 12 only) <p>is Intermediate or higher.</p>
Fluent English Proficient	<p>Student's Overall Score is in the <i>upper end</i> of Intermediate</p> <p>and</p> <ul style="list-style-type: none"> • other test scores • report card grades • input from parents/teachers <p>are taken into consideration.</p>
English Learner	<p>Student's Overall Score is below Early Advanced</p> <p>or</p> <p>Student's Overall Score is Early Advanced or higher, but one or more of the skill area scores is below Intermediate.</p>



APRIL 2003 AGENDA

SUBJECT	X	ACTION
California English Language Development Test (CELDT): Including, but not limited to, Contractor Summary of Improvements.	X	INFORMATION
		PUBLIC HEARING

Recommendation:

This item is presented to the State Board of Education (SBE) for their information.

Summary of Previous State Board of Education Discussion and Action

SBE reviewed and approved the Request for Proposals for the CELDT Program at its May 2002 meeting. At the October 2002 meeting, SBE received an update on the awarding of the contract to the current contractor, CTB/McGraw-Hill.

Summary of Key Issue(s)

In the attachment to follow is information from the contractor on the CELDT improvements and test development that is currently in process. CTB/McGraw-Hill's test improvements are based on input that has been provided by classroom teachers, administrators, and the SBE during the first two years of testing.

The California Department of Education has worked closely with CTB/McGraw-Hill to improve the CELDT. All of the described improvements are currently being field-tested and once it is determined that the improvements meet professional psychometric standards, they will be incorporated into the July 2003 test form.

One major improvement is the creation of two versions of the test; one for the annual assessment, the second for the initial identification.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Attachment 1: California English Language Development Test (CELDT) Improvements
(Pages 1-9)

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT) IMPROVEMENTS (Provided by CTB/McGraw-Hill)

The California English Language Development Test (CELDT) was developed by CTB/McGraw-Hill in conjunction with the CDE Standards and Assessment Division in response to legislation requiring school districts to assess the English Language proficiency of all English Learners annually and upon initial enrollment. The testing window for Annual Assessment begins on July 1 and ends on October 31. Initial Identification testing may be conducted at any time during the year (July 1 to June 30).

The first operational test, CELDT Form A, was administered to students between May 14, 2001 and October 31, 2001. CELDT Form B was first used during the testing window July 1 to October 31 for Initial and Annual Assessment. It will continue to be used for Initial Identification until June 30, 2002.

During the first two years of operational testing, CTB and CDE have received invaluable input from classroom teachers and administrators, which has helped to guide decisions about how to improve the assessment and many other aspects of the program. This input has influenced the evolution of the CELDT content and format, as well as the processes for administering and scoring the test.

The State Board of Education (SBE) and the teachers provided CDE with valuable information regarding critical issues for the CELDT Program. CDE used this information to draft an RFP. As a result, CDE has been working with CTB/McGraw-Hill to determine areas in which the CELDT could be improved. All of the improvements mentioned below were field-tested to ensure that the reliability and validity of the CELDT are maintained.

One of the major improvements to the CELDT program is the creation of two versions of the test. One is the Annual Assessment version that will be administered during the July–October testing window. The second one is the Initial Identification to be administered during the November–June testing window. The second version will also be used for students taking the Large Print or the Braille version of the test.

The improvements being incorporated in Form C are addressed in this document by skill area. The chart below shows the structure of Form C.

CELDT Form C

LISTENING AND SPEAKING

(Assessed at Grades K through 12)

Listening

- Following Oral Directions
- Teacher Talk
- Extended Listening Comprehension

Speaking

- Oral Vocabulary
 - Speech Functions
- (Assessed at Grades 3–12)
- Choose and Give Reasons
 - Four-Picture Narrative

READING

(Assessed at Grades 2 through 12)

- Word Analysis
- Fluency and Reading Vocabulary
- Reading Comprehension
- Literary Analysis

WRITING

(Assessed at Grades 2 through 12)

- Grammar and Structure
- Writing Sentences (Strategies and Applications)
- Writing Short Compositions (Strategies and Applications)

Listening and Speaking

Replacement of the Story-Retelling Item

Before the improvements, the Listening/Speaking section of the CELDT included a story-retelling item used to elicit a sample of speech. The story-retelling item was not owned by CDE and was burdensome to administer. It required transcription and the use of a tape recorder to administer and to record each student's speech.

The contractor has developed and field tested a replacement item that will generate a student's speech sample without these logistical problems. Test administration training will enable teachers to administer and score the new item with ease.

Easier-to-Score New Speaking Items

The contractor has developed new scoring rubrics appropriate to the new item. Training on how to use these rubrics will be provided. In addition, checklists with written rationales will be included in the Scoring Guides.

No Special Equipment Needed for Test Administration

A tape recorder will no longer be used to administer the CELDT. The Listening and Speaking subtest of the assessment has been configured to allow classroom teachers to administer the Listening portion in small groups. This section will take no longer than 15 minutes. Removing the need for equipment provides more flexibility in where and when the test can be given. This is a common procedure used by other valid language proficiency tests that are administered by teachers without use of pre-recorded tapes.

It is, however, important to address the issue of standardization of the test. Teacher training is the key to ensuring that test administration is "reasonably equivalent" for all students. The contractor will provide training in 12 different locations in the state. A training kit will also be provided for reference during the testing window.

In addition to training, the contractor in collaboration with CDE will provide schools and districts with a set of guidelines to ensure standard test administration.

Shortened Test Administration Time

The test has been divided into two sections to shorten the test administration time. One section is administered individually; one section is administered in groups. The total Listening and Speaking test will take approximately 25 minutes.

The individually administered section will typically take about 10 minutes of one-on-one administration time. This section of the test will take no more than 10 minutes, depending on the student's proficiency level. A pilot study conducted by the contractor demonstrates that the average individual administration time is 8½ minutes. This section of the test will also include recommended stop points for students with low oral language proficiency.

The group administered section of the test will be given to groups of students in Grades 1 through 12. The size of the groups will depend on the grade level. For instance, first-grade students may take the test in groups of 7, and twelfth-grade students may take the test in groups of 15–30. This section of the test will take approximately 15 minutes.

Enhancement of the Listening and Speaking Test Content

The new Listening and Speaking test has been enhanced by the addition of a Comprehension section. This section assesses students' oral comprehension conducive to the requirements of Title III.

Reading

A Shorter Reading Test

The Reading test has been shortened by 10 items. Also, the waiting time between sections of the test has been decreased by reducing the number of times a teacher stops the test administration. A study conducted by the contractor supports making these changes.

Reliability of the Test at the Critical Cut Point

The contractor has focused on maximizing the reliability of the test around the Early Advanced category, within the limits of maintaining reasonable reliability elsewhere on the scale.

Writing

An Easier-to-Score Writing Test

The extended writing item has been redesigned to elicit sufficient writing to show students' proficiency in writing. A simpler rubric with fewer score points was developed to make scoring these items easier.

Reliability of the Test at the Critical Cut Point

The contractor has focused on maximizing reliability of the test between the Intermediate and the Early Advanced categories, within the limits of maintaining reasonable reliability elsewhere on the scale.

Friendlier Test Materials Design

The contractor has made improvements to test materials to facilitate local scoring, by providing an answer document designed to have all response bubbles for multiple-choice items on one page for Grades 3 and up. An overlay allows local test scorers to score all those items easily.

More Comprehensive Student Score Sheet

The contractor has designed a Student Score Sheet that will provide local scorers with more comprehensive and detailed information regarding students' competency in English.

Estimated Test Administration Time for Form C

The following charts show the estimated test administration time of the CELDT operational Form C. The CELDT is an untimed test due to student differences in language proficiency. However, the contractor will determine natural stopping points that can be implemented to reduce student and teacher stress. This is especially important for students in Kindergarten and Grade 1. These students take the Listening and Speaking subtest only.

Chart 1: Estimated Test Administration Time by Skill Area

Listening and Speaking	15 minutes of group administration, and 10 minutes of individual administration
Reading	45 minutes of group administration
Writing	55–60 minutes of group administration

The new edition of the CELDT estimates that the new Listening and Speaking subtest will contribute to an overall time savings of 9 hours and 45 minutes when this subtest is administered to groups of 30 students. Administering a portion of Listening and Speaking in groups will maintain the psychometric qualities of the test and at the same time will relieve teachers of the burden of a lengthy individual administration and scoring.

Table 1: Time savings with the new CELDT Listening and Speaking Format

Number of Students	Group Administration	Individual Administration	Overall Teacher Time [New Format]	Total Savings Minutes (Based on Old Format 30 min x Student)
1	15 min	10 min	25 min	5 minutes
5	15 min	50 min	65 min	55 minutes
7	15 min	70 min	85 min	125 min [1 hr, 5 min]
10	15 min	100 min	115 min	185 min [3 hrs, 5 min]
15	15 min	150 min	165 min	255 min [4 hrs, 15 min]
20	15 min	200 min	215 min	400 min [6 hrs, 40 min]
25	15 min	250 min	265 min	425 min [7 hrs, 5 min]
30	15 min	300 min	315 min	585 min [9 hrs, 45 min]

The tables below (Tables 2 through 7) show the test administration time by Skill Area and Type of Administration. These tables also include preliminary information in regard to the number of items per Grade Span and Strand.

Table 2: Grade K Form C—Listening and Speaking

SUBJECT	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Teacher Talk	4	25 min	Individual
	Extended Listening Comprehension	3		
	Following Oral Directions	10		
	Oral Vocabulary	10		
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	29		

Table 3: Grade 1 Form C—Listening and Speaking

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Teacher Talk	4	10 min	Group
	Extended Listening Comprehension	3	15 min	Individual
	Following Oral Directions	10		
	Oral Vocabulary	10		
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	29		

Table 4: Grade 2 Form C—Listening and Speaking, Reading, and Writing

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Teacher Talk	4	10 min	Group
	Extended Listening Comprehension	3	15 min	Individual
	Following Oral Directions	10		
	Oral Vocabulary	10		
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	29		
READING	Word Analysis	12	45 min	Group
	Fluency and Vocabulary	12		
	Reading Comprehension and Literary Analysis	11		
	TOTAL READING	35		
WRITING	Grammar and Structure	19	55–60 min	Group
	Writing Sentences	4		
	Write Short Composition	1		
	TOTAL WRITING	24		

Table 5: Grades 3–5 Form C—Listening and Speaking, Reading, and Writing

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm	
LISTENING AND SPEAKING	Following Oral Directions	10	15 min	Group	
	Teacher Talk	6			
	Extended Listening Comprehension	3			
	LISTENING AND SPEAKING	Oral Vocabulary	10	10 min	Individual
		Speech Functions	4		
		Choose and Give Reasons	1		
		4-Picture Narrative	1		
TOTAL LIST/SPEAKING	33				
READING	Word Analysis	7	45 min	Group	
	Fluency and Vocabulary	14			
	Reading Comprehension and Literary Analysis	14			
	TOTAL READING	35			
WRITING	Grammar and Structure	19	55–60 min	Group	
	Writing Sentences	4			
	Write Short Composition	1			
	TOTAL WRITING	24			

Table 6: Grades 6–8 Form C—Listening and Speaking, Reading, and Writing

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Following Oral Directions	10	15 min	Group
	Teacher Talk	6		
	Extended Listening Comprehension	3		
	Oral Vocabulary	10		
	Speech Functions	4	10 min	Individual
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	25		
READING	Word Analysis	6	45 min	Group
	Fluency and Vocabulary	17		
	Reading Comprehension and Literary Analysis	12		
	TOTAL READING	35		
WRITING	Grammar and Structure	19	55–60 min	Group
	Writing Sentences	4		
	Write Short Composition	1		
	TOTAL WRITING	24		

Table 7: Grades 9–12—Listening and Speaking, Reading, and Writing

SKILL AREA	STRAND	No. Items	Test Adm Time	Type of Adm
LISTENING AND SPEAKING	Following Oral Directions	10	15 min	Group
	Teacher Talk	4		
	Extended Listening Comprehension	3		
	Oral Vocabulary	10		
	Speech Functions	4	10 min	Individual
	Choose and Give Reasons	1		
	4-Picture Narrative	1		
	TOTAL LIST/SPEAKING	33		
READING	Word Analysis	4	45 min	Group
	Fluency and Vocabulary	15		
	Reading Comprehension and Literary Analysis	16		
	TOTAL READING	35		
WRITING	Grammar and Structure	19	55–60 min	Group
	Writing Sentences	4		
	Write Short Compositions	1		
	TOTAL WRITING	24		



APRIL 2003 AGENDA

SUBJECT Assignment of Numbers for Charter School Petitions	X	ACTION
		INFORMATION
		PUBLIC HEARING

Recommendation:

California Department of Education (CDE) staff recommends that the State Board of Education (SBE) assign charter numbers to the charter schools identified on the attached list.

Summary of Previous State Board of Education Discussion and Action

The SBE is responsible for assigning a number to each approved charter petition. On the advice of legal counsel, CDE staff is presenting this routine request for a charter number as a standard action item.

Since the charter school law was enacted in 1992, the SBE has assigned numbers to 526 charter schools, including seven approved by the SBE after denial by the local agencies. Of these 526 schools, approximately 430 are estimated to be operating in the 2002-03 school year. In addition, the SBE has approved eight all-charter school districts containing a total of 15 charter schools.

Summary of Key Issue(s)

The law allows for the establishment of charter schools. A charter school typically is approved by a local school district or county office of education. The entity that approves a charter is also responsible for ongoing oversight. A charter school must comply with all the contents of its charter, but is otherwise exempt from most other laws governing school districts.

Education Code Section 47602 requires the SBE to assign a number to each charter school that has been approved by a local entity in the chronological order in which it was received. This numbering ensures that the state is within the cap on the total number of charter schools authorized to operate. As of July 1, 2002, the number of charter schools that may be authorized to operate in the state is 650. This cap may not be waived. This item will assign numbers to 14 more charter schools. Copies of the charter petitions are on file at the Charter Schools Office.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

[Attachment 1](#): Assignment of Charter School Numbers (Page 1-2)

April 2003 State Board of Education Meeting

Assignment of Charter School Numbers

NUMBER	CHARTER SCHOOL NAME	CHARTER SCHOOL COUNTY	AUTHORIZING ENTITY	CHARTER SCHOOL CONTACT
527	Mountain Oaks School	Calaveras	Calaveras COE	Nancy McKone PO Box 1209 San Andreas, CA 95249 (209) 754-0532
528	Archway Academy Charter School	Stanislaus	Stanislaus COE	Jeff S. Tilton, Sr. 1100 H Street Modesto, CA 95354 (209) 558-4415
529	California Military Institute	Riverside	Perris Union HSD	Jonathan Kinsman 155 E. Fourth St. Perris, CA 92570 (909) 943-6369x126
530	KIPP Academy of Opportunity	Los Angeles	Los Angeles USD	Beth Sutkus 345 Spear St., Suite 510 San Francisco, CA 54105 (415) 399-1556
531	KIPP Los Angeles College Preparatory	Los Angeles	Los Angeles USD	Beth Sutkus 345 Spear St., Suite 510 San Francisco, CA 54105 (415) 399-1556
532	The Youth Employment Partnership Charter School	Alameda	Oakland USD	Michele Clark-Clough 2300 International Blvd. Oakland, CA 94601 (510) 533-3447
533	Lincoln Heights Value School	Los Angeles	Los Angeles USD	Jerome Porath 4216 W. Kling Burbank, CA 91505 (818) 846-5620
534	Central City Value School	Los Angeles	Los Angeles USD	Jerome Porath 4216 W. Kling Burbank, CA 91505 (818) 846-5620

535	Stella Middle Charter Academy	Los Angeles	Los Angeles USD	Jeff Hilger 2636 Mansfield Ave. Los Angeles, CA 90016 (310) 729-7964
536	Culture and Language Academy of Success	Los Angeles	Los Angeles USD	Janis Paxton-Bucknor 3770 Virginia Rd. Los Angeles, CA 90016 (323) 296-2770
537	High Tech High School	Los Angeles	Los Angeles USD	Roberta Weintraub 1529 Gilcrest Dr. Beverly Hills, CA 90210 (310) 246-0404
538	Accelerated Charter High School	Los Angeles	Los Angeles USD	Johnathan Williams 116 E. Martin Luther King Jr. Blvd. Los Angeles, CA 90011 (325) 235-6343
539	Accelerated Elementary School	Los Angeles	Los Angeles USD	Johnathan Williams 116 E. Martin Luther King Jr. Blvd. Los Angeles, CA 90011 (325) 235-6343
540	Imagine Academy Charter	Los Angeles	Los Angeles USD	Carol Ann Scott 17962 Martha St. Encino, CA 91316 (818) 343-9005

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: March 26, 2003

From: Susan Lange, Deputy Superintendent
Finance, Technology and Administration

Re: ITEM #15

Subject ASSIGNMENT OF NUMBERS FOR CHARTER SCHOOL PETITIONS

This additional charter petition has been approved by a local board of education and staff recommends that the State Board of Education (SBE) assign a charter number to this charter school. This recently approved petition must be numbered at the April meeting of the SBE in order for petitioners to meet a benchmark of the Public Charter Schools Grant Program and be eligible for continued funding.

Please see the following attachment:

[Attachment 1](#): Assignment of Numbers for Charter School Petitions

April 2003 State Board of Education Meeting

Assignment of Numbers for Charter School Petitions

NUMBER	CHARTER SCHOOL NAME	CHARTER SCHOOL COUNTY	AUTHORIZING ENTITY	CHARTER SCHOOL CONTACT
542	Cross Cultural Leadership Academy (XCEL)	San Francisco	San Francisco USD	Cristina Valdez 650 Alabama St., #202 San Francisco, CA 94110 (415) 642-5822



APRIL 2003 AGENDA

SUBJECT: 2002-03 (and beyond) determination of funding requests from charter schools pursuant to Senate Bill 740 (Chapter 892, Statutes of 2001), specifically Education Code Sections 47612.5 and 47634.2.	<input checked="" type="checkbox"/> ACTION
	<input type="checkbox"/> INFORMATION
	<input type="checkbox"/> PUBLIC HEARING

RECOMMENDATION:

Take action on 2002-03 (and beyond) determination of funding requests from charter schools pursuant to Education Code Sections 47612.5 and 47634.2, based upon the review of the requests and the recommendations prepared by the Advisory Commission on Charter Schools and the California Department of Education.

Summary of Previous State Board of Education Discussion and Action.

Senate Bill 740 (Chapter 892, Statutes of 2001) enacted provisions of law calling upon charter schools to prepare and the State Board to act upon determination of funding requests relating to pupils who receive nonclassroom-based instruction (in excess of an amount of nonclassroom-based instruction that the statute allows as part of classroom-based instruction). The State Board adopted regulations (in keeping with SB 740) to define certain terms and establish criteria for the evaluation of determination of funding requests. The State Board also established the Advisory Commission on Charter Schools to provide (among other things) recommendations on the implementation of the provisions of SB 740.

Summary of Key Issue(s).

Under SB 740, an approved determination of funding is required (beginning in 2001-02) in order for a charter school to receive funding for pupils receiving nonclassroom-based instruction (in excess of the amount of nonclassroom-based instruction that the statute allows as part of classroom-based instruction). Beginning in 2002-03, determination of funding requests are allowed for multiple years. All requests in 2001-02 were for that year only.

The Advisory Commission on Charter Schools considered a number of 2002-03 (and beyond) determination of funding requests at its meeting on March 19, 2003.

Fiscal Analysis (as appropriate).

A determination of funding request approved at less than the 100 percent level may result in slightly reduced apportionment claims to the state. The reductions in claims would result in a proportionate reduction in expenditure demands for Proposition 98 funds. All Proposition 98 funds, by law, must be expended each fiscal year. Thus, a reduction in apportionment claims may be more accurately characterized as an expenditure shift than as absolute savings under typical circumstances. However, if total claims for Proposition 98 funding are greater than available funds in a given year, then the reduction in apportionments attributable to nonclassroom-based instruction may be regarded as a reduction in the deficit for that year.

Background Information attached to this Agenda Item.

The listing of specific recommendations is attached. Information submitted by each school and the analysis of that information prepared by CDE staff are available for public inspection at the State Board Office.

Attachment To Agenda Item Regarding
2002-03 (And Beyond) Determination Of Funding Requests
 April 2003

The tables below reflect the recommendations of the Advisory Commission on Charter Schools and California Department of Education staff regarding 2002-03 (and beyond) determination of funding requests submitted by charter schools. Except as noted, all Advisory Commission recommendations were by unanimous vote.

RECOMMENDED FOR 100 PERCENT FOR ONE YEAR ONLY

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#56	Elise P. Buckingham Charter School	100%	One year only 2002-03
#67	Home Tech Charter School	100%	One year only 2002-03
#155	Paradise Charter Network	100%	One year only 2002-03
#163	New Millennium Institute of Education	100%	One year only 2002-03
#170	Pacific Coast Charter School	100%	One year only 2002-03
#179	Santa Barbara Middle Charter School	100%	One year only 2002-03
#199	Classical Academy	100%	One year only 2002-03
#247	Pacific View Charter (Oceanside USD)	100%	One year only 2002-03
#250	Charter Home School Academy	100%	One year only 2002-03
#277	Pacific View Charter (Loleta ESD)	100%	One year only 2002-03
#320	Long Valley Charter School	100%	One year only 2002-03
#375	La Vida Independent Study Charter	100%	One year only 2002-03
#392	Gold Rush Home Study Charter	100%	One year only 2002-03
#419	Dehesa Charter School	100%	One year only 2002-03
#423	One Charter School	100%	One year only 2002-03
#472	Central Coast Virtual Academy	100%	One year only 2002-03
#493	California Virtual Academy-San Diego	100%	One year only 2002-03
#494	California Virtual Academy-Kern	100%	One year only 2002-03
#495	California Virtual Academy-Jamestown	100%	One year only 2002-03
#D2	Kingsburg Charter District	100%	One year only 2002-03

Attachment To Agenda Item Regarding
2002-03 (And Beyond) Determination Of Funding Requests
 April 2003

The reasons justifying a level higher than 80 percent in 2002-03 are that (1) the schools met the minimum criteria specified in regulation for the 100 percent level (taking into account the mitigating factors in the cases of Elise P. Buckingham Charter School and Home Tech Charter School) and (2) the schools presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding level is necessary for the schools to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function.

RECOMMENDED FOR 100 PERCENT FOR TWO YEARS

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#203	Lammersville Charter School	100%	Two years 2002-03 and 2003-04
#310	Orchard View Charter School	100%	Two years 2002-03 and 2003-04
#393	Delta Charter High School*	100%	Two years 2002-03 and 2003-04

The reasons justifying a level higher than 80 percent in 2002-03 and higher than 70 percent in 2003-04 are that (1) the schools met the minimum criteria specified in regulation for the 100 percent level (taking into account mitigating factors in the case of Delta Charter High School) and (2) the schools presented sufficient evidence (taking the totality of the request into account along with any other credible information that may have been available) that the 100 percent funding level is necessary for the schools to maintain nonclassroom-based instruction that is conducted for the instructional benefit of the student and is substantially dedicated to that function.

* This is a second determination of funding request for Delta Charter High School (#393). The school already has an approved single-year (2002-03) determination of funding at the 100% level.

RECOMMENDED FOR 80 PERCENT FOR ONE YEAR ONLY

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#20	Santa Barbara Elementary Charter	80%	One year only 2002-03
#61	Choice 2000 On-Line Charter	80%	One year only 2002-03
#88	Mid-Valley Alternative Charter	80%	One year only 2002-03
#285	Gorman Learning Center	80%	One year only 2002-03
#324	HomeSmartKids of Knightsen*	80%	One year only 2002-03

Attachment To Agenda Item Regarding
2002-03 (And Beyond) Determination Of Funding Requests
 April 2003

The 80 percent level, as recommended, is consistent with the level specified in statute for 2002-03. No reasons justifying a higher or lower level are necessary.

* One member of the Advisory Commission voted against this recommendation.

RECOMMENDED FOR 70 PERCENT FOR ONE YEAR ONLY

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#51	Charter Oak School	70%	One year only 2002-03
#262	California Charter Academy	70%	One year only 2002-03
#297	California Charter Academy-Orange	70%	One year only 2002-03
#377	California Charter Academy-Snowline	70%	One year only 2002-03
#379	One Step Up Charter Academy	70%	One year only 2002-03

The reasons justifying a level lower than 80 percent in 2002-03 are that (1) the schools are below the minimum criteria specified in regulation for the 80 percent level and (2) no mitigating factors reasonably overcome the failure to meet the minimum criteria.

RECOMMENDED FOR POSTPONEMENT OF CONSIDERATION

Charter #	Charter School Name	Recommended Level	Recommended Year(s)
#13	Options for Youth-Victor Valley*	N/A	N/A
#105	Options for Youth-Upland*	N/A	N/A
#117	Options for Youth-San Gabriel*	N/A	N/A
#130	Options for Youth-Burbank*	N/A	N/A
#139	Options for Youth-Mt. Shasta*	N/A	N/A
#217	Options for Youth-San Juan*	N/A	N/A
#188	Opportunities for Learning-Hacienda La Puente**	N/A	N/A
#214	Opportunities for Learning-William S. Hart**	N/A	N/A
#402	Opportunities for Learning-Baldwin Park**	N/A	N/A
#463	Opportunities for Learning-Capistrano***	N/A	N/A

It is recommended that the State Board postpone action on the determination of funding requests for these schools pending further consideration by the Advisory Commission of the possibility of recommending funding levels below 70 percent. The postponement will allow time for the submission of additional information by the affected schools and for consideration of that information by the Advisory Commission.

Attachment To Agenda Item Regarding
2002-03 (And Beyond) Determination Of Funding Requests
April 2003

* The recommendation regarding these schools was approved by a vote of 5-2-1. Advisory Commission members Conry and Sterling voted against the motion, and member Frost did not vote.

** The recommendation regarding these schools was also approved by a vote of 5-2-1. Advisory Commission members Conry and Sterling voted against the motion, and member Barr did not vote. [An earlier vote on a recommendation to approve determinations of funding for each of these schools at the 50 percent level for one year failed passage by a vote of 4-4.]

*** The recommendation regarding this school was approved by a vote of 7-1. Advisory Commission member Conry voted against the motion.

Information regarding each of the above-mentioned determination of funding requests is available for public inspection at the State Board Office.

**APRIL 2003 AGENDA**

SUBJECT	X	ACTION
Permanent Regulations Pertaining to Annual Financial Reporting for all K-12 Local Educational Agencies, including Charter Schools, as Required by Assembly Bill 1994 (Chapter 1058, Statutes of 2002)	X	INFORMATION
		PUBLIC HEARING

Recommendation:

California Department of Education staff recommends that the State Board take action to commence the permanent rulemaking process for regulations necessary to implement sections of Assembly Bill (AB) 1994 (Chapter 1058, Statutes of 2002) related to financial reporting.

Summary of Previous State Board of Education Discussion and Action

N/A

Summary of Key Issue(s)

Current law requires all school districts, county offices of education, and joint powers agencies (JPAs) to submit annual financial data to the state. Assembly Bill 1994 (Chapter 1058, Statutes of 2002), effective January 1, 2003, amends current law to also require charter schools to report financial data to the state. All of these data must be submitted in a format prescribed by the State Superintendent of Public Instruction and with regulations adopted by the State Board of Education.

The purpose of this item is to commence the rulemaking process to adopt regulations related to financial reporting. The proposed regulations will formalize the existing reporting requirement for school districts, county offices of education and joint powers agencies; there are no changes proposed in this area. The regulations will, however, propose new reporting requirements for charter schools, as they were not previously required to submit financial data to the state. The proposed regulations will be effective beginning in fiscal year 2003-04.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

The Notice of Proposed Rulemaking, Initial Statement of Reason, and proposed permanent regulations will be provided in a Supplemental Item.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: 3/26/03

From: Susan Lange, Deputy Superintendent
Finance, Technology and Administration

Re: ITEM # 17

Subject PERMANENT REGULATIONS PERTAINING TO ANNUAL FINANCIAL REPORTING FOR ALL K-12 LOCAL EDUCATIONAL AGENCIES, INCLUDING CHARTER SCHOOLS, AS REQUIRED BY ASSEMBLY BILL 1994 (CHAPTER 1058, STATUTES OF 2002)

The materials provided in this Supplemental Item are in support of Item 17 submitted earlier requesting the Board to take action to commence the rulemaking process to adopt regulations for the forms used by school districts, county offices of education, joint powers agencies, and charter schools for annual financial reporting.

These regulations are required by *Education Code* sections 1628 and 42100, as amended by Assembly Bill 1994, Statutes of 2002, effective January 1, 2003.

By the end of fiscal year 2003-04, all school districts, county offices of education, and joint powers agencies will be reporting in the standardized account code structure (SACS) format. The first regulation will formalize this existing reporting format. (The forms for SACS are available on our Web site at www.cde.ca.gov/fiscal/software.)

Included in this packet of materials is an alternate form, titled "Charter School Unaudited Actuals Financial Report - Alternative Format," for use by charter schools only, that is in addition to the standardized account code structure format that is available for all local educational agencies, including charter schools. The section of the regulations that pertains to charter schools is effective for fiscal year 2003-04 only. CDE's goal is to come back to the Board next year with a proposal that charter schools implement SACS. In the meantime, however, CDE will be pursuing funding options to help charter schools implement SACS.

Please see the following attachments:

[Attachment 1](#): Proposed Regulations (Pages 1-2)

Attachment 2: Charter School Unaudited Actuals Financial Report – Alternative Format
(Pages 1-5)

[Attachment 3](#): Initial Statement of Reasons (Pages 1-3)

[Attachment 4](#): Notice of Proposed Rulemaking (Pages 1-4)

PROPOSED REGULATIONS

Title 5. EDUCATION

Division 1. State Department of Education

Chapter 14. School Finance

Subchapter 2. Budgeting, Accounting and Reporting

Add Article 2 (commencing with Section xxxx1) to read:

Article 2. Annual Financial Statements

Add Section xxxx1 to Article 2 to read:

§ xxxx1. Forms for Annual Financial Statements for Local Educational Agencies.

Except as provided in Article 2, Section xxxx2 and Article 3, Section xxxx3 of Division 1, Chapter 14, Subchapter 2, the forms for the annual statement of all receipts and expenditures of each county office of education, school district, and educational joint powers agency (as defined in Education Code section 41023) for the preceding fiscal year, shall be in the format of the standardized account code structure. The forms will be adopted by the State Board of Education and may be periodically amended by the Superintendent of Public Instruction to accommodate changes in statute or government reporting standards.

The standardized account code structure is a statewide, uniform financial reporting format based on the definitions and comprehensive chart of accounts set forth in the California School Accounting Manual as adopted by the State Board of Education. The structure is designed to provide a flexible statewide accounting system for local educational agencies to use in budgeting and reporting their revenues and expenditures. The structure also accommodates local, state and federal reporting needs.

The major components of the standardized account structure are:

(a) Fund/Account Group: Each fund is a fiscal and accounting entity, with a self-balancing set of accounts recording cash and other resources, all related liabilities and residual equities and balances or changes therein. Fund types include Governmental Funds, Proprietary Funds, Fiduciary Funds, and Account Groups.

(b) Project Year: The project year field is used to distinguish the activities of the same grant with different project years within the fiscal year.

(c) Resource (Project/Reporting): The resource field identifies the source of funding and is used for accumulating revenues and expenditures to meet various specialized reporting requirements and tracking categorical activities, for example, NCLB Chapter 1, Economic Impact Aid, and School Improvement Program.

(d) Goal: (Program): The goal field defines the objective, i.e., the target population being served or the education mode, for example, regular education, special education, and vocational education.

(e) Function: The function field describes the activity being performed for which a service or material object is acquired, for example, instructional services, pupil services, and general administration.

(f) Object: The object code describes the service or commodity obtained as a result of a specific expenditure, for example salaries, books, and capital outlay.

(g) Site (Optional): Local educational agencies may designate specific school sites within their individual accounting systems.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 1628 and 42100, Education Code.

Add Section xxxx2 to Article 2 to read:

§ xxxx2. Form for Annual Financial Statements for Charter Schools for Fiscal Year 2003-04.

Charter schools may report their annual financial statements using the standardized account code structure format described in Section xxxx1 of Division 1, Chapter 14, Subchapter 2, or for the 2003-04 fiscal year only, the alternative format described below. The alternative format prescribed by the Superintendent of Public Instruction and adopted by the State Board of Education is structured to allow for electronic transmittal of the data and to include the following information:

(a) Revenues: an accounting of all funds received during the preceding fiscal year, including identification of specific details within the major revenue categories of revenue limit sources, federal sources, other state sources and other local sources.

(b) Expenditures: an accounting of all funds expended during the preceding fiscal year, including identification of specific details within the major expenditure categories of certificated salaries, classified salaries, employee benefits, books and supplies, services and other operating expenses, capital outlay, and other outgo.

(c) Other information: an accounting of additional information including beginning and ending fund balances, other sources and uses, assets, liabilities, and reserves.

Charter school data must be reported in accordance with the definitions and guidance provided in the California School Accounting Manual. Reporting by charters that are established as nongovernmental accounting entities must also comply with the California School Accounting Manual, except for accounting differences required due to their nonprofit status.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 1628 and 42100, Education Code. Reference Section xxxx1 of Article 2 of Chapter 14, Subchapter 2 of Division 1 of Title 5, California Code of Regulations.

INITIAL STATEMENT OF REASONS

SPECIFIC PURPOSE OF THE REGULATIONS.

Section xxxx1. Forms for Annual Financial Statements for Local Educational Agencies

The proposed regulation will fulfill the requirement in Education Code sections 1628 and 42100 that the forms for local educational agencies to report their annual statement of all receipts and expenditures for the preceding fiscal year be prescribed by the Superintendent of Public Instruction (SPI) and adopted in regulations by the State Board of Education (SBE).

Necessity/Rationale

Current law requires all school districts, county offices of education, and joint powers agencies (JPAs) to submit annual financial data to the State on forms prescribed by the SPI. Assembly Bill (AB) 1994 (Chapter 1058, Statutes of 2002) amended current law to require that the forms for reporting the annual financial data be adopted in regulations by the SBE. The regulation will formalize the existing reporting requirement.

Currently, there are two standard formats for financial reporting. However, the “old” format (J-200) will only be available until all local educational agencies (LEAs) have converted to the new standardized account code structure (SACS); all LEAs in the state have been in the process of converting to SACS for the past six years. The process typically takes one to two years per LEA, but the implementation has been phased-in statewide, hence the extended timeframe. It is expected that by the end of fiscal year 2003-04, all LEAs will be reporting their annual financial statements in the SACS format. There have been a few instances in the past of LEAs being unable to implement the SACS system of accounting in their established timeframes, and they have needed to obtain an extension to their implementation date. Pursuant to current law, an extension may be allowed on a case-by-case basis upon application to the SPI (Chapter 299, Statutes of 1997).

SACS is basically a detailed chart of accounts whereby most financial transactions are coded with six key elements: fund, resource, project year, goal, function and object. What this detailed chart of accounts means is that each expenditure transaction tells a complete story (such as, what categorical program paid for the expenditure, what the expenditure was made for (e.g., textbooks or supplies), who is going to benefit from the expenditure (e.g., regular education students or Regional Occupational Programs (ROP) students), and the activity being performed (e.g., instruction or transportation).

SACS was developed in response to legislation enacted in 1993 (Senate Bill 94, Chapter 237). According to SB 94, the legislature intended to develop a new statewide budgeting and accounting model that would accomplish the following: 1) enable the public to be more informed about public school revenues and expenditures, 2) eliminate duplicate reporting, 3) ensure accurate and timely reporting of statewide data to ensure accurate allocations of federal funds, 4) ensure that adequate accounting flexibility exists to support schoolsite budgetary decision-making, 5) support financial integrity and stability, and 6) expand the fiscal information

capability of the California Department of Education (CDE) without adding costly or time-consuming reporting requirements.

Section xxxx2. Form for Annual Financial Statements for Charter Schools for Fiscal Year 2003-04.

The purpose of this regulation is to provide for charter schools, for the 2003-04 fiscal year only, an alternative financial report format to the standardized account code structure format described in Section xxxx1.

Necessity/Rationale

CDE recommends that charter schools report financial data using the standardized account code structure (SACS) because that format provides us with the most complete and comparable data. Many school districts and county offices of education incorporate their charters' data into their own SACS reports. However, we are aware that many charter schools handle their own accounting and they fear that it will be difficult to report using the SACS format. Unless charter data are reported in a manner similar to SACS, however, consistent and comparable statewide data will not be available; furthermore, CDE will be unable to comply with various federal reporting requirements.

Recognizing that some charter schools may need more time to implement SACS for reporting their financial statements, we developed an alternative form, available for use for only one year (2003-04), to allow charters to comply with the requirement to report financial data, yet give them extra time to develop or convert their accounting systems to the SACS report format.

The alternative format will provide very basic summary level detail, in a format quite similar to the old J-200 format that is so familiar to local educational agencies. The form will easily accept data from "off the shelf" accounting software that charter schools may be using to keep their financial records, thus allowing the data to be provided electronically to CDE, as are the data provided by all other school districts, county offices of education, and joint powers agencies.

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

The State Board did not rely upon any other technical, theoretical, or empirical studies, reports, or documents in proposing the adoption of these regulations.

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

The State Board was not presented with other viable alternatives to the adoption of these regulations.

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 they apply to reports from school districts, county offices of education, educational joint powers agencies, and charter schools. The proposed regulations do not impose additional workloads on small businesses or contractors funded by the Department.

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street; P.O. Box 944272
Sacramento, CA 95814-5901



TITLE 5. EDUCATION

CALIFORNIA STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULEMAKING

Forms for Annual Financial Statements

[Notice published April __, 2003]

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

The State Board will hold a public hearing beginning at 2:00 p.m. on Wednesday, _____, 2003, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments orally or in writing relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Adoption Coordinator of such intent. 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 the Regulations Adoption Coordinator. All written comments must be received by the Regulations Adoption Coordinator no later than the close of the public hearing scheduled to start at 2:00 p.m. on Wednesday, _____, 2003. Requests to present oral statements at the public hearing or written comments for the State Board's consideration should be directed to:

Debra Strain, Regulations Adoption Coordinator
California Department of Education
LEGAL DIVISION
1430 N Street, Room 5319
Sacramento, California 94244-2720
Telephone : (916) 319-0641
FAX: (916) 319-0155
E-mail: dstrain@cde.ca.gov

AUTHORITY AND REFERENCE

Authority for these regulations is found in the following Education Code sections: (a) 33031; (b) 33050; (c) 1628; and (d) 42100.

- (a) Education Code section 33031 is the State Board's general authority to adopt rules and regulations for the government of the day and evening schools of the state.
- (b) Education Code section 33050 is the State Board's general authority to waive, with some listed exceptions, all or part of any section of the Education Code or any regulation adopted by the State Board of Education that implements a provision of the Education Code.
- (c) Education Code section 1628, as amended by Assembly Bill 1994, Chapter 1058, Statutes of 2002, requires that the State Board of Education adopt as regulations the format prescribed by the State Superintendent of Public Instruction for the annual financial statements of the county offices of education. Section 1628 also allows the State Superintendent of Public Instruction to amend the forms periodically to accommodate changes in statute or government reporting standards.
- (d) Education Code section 42100, as amended by Assembly Bill 1994, Chapter 1058, Statutes of 2002, requires that the State Board of Education adopt as regulations the format prescribed by the State Superintendent of Public Instruction for the annual financial statements of the school districts and charter schools. Section 42100 also allows the State Superintendent of Public Instruction to amend the forms periodically to accommodate changes in statute or government reporting standards.

References are made to Education Code sections 1628, 41023, and 42100. These statutes govern the annual financial statements required of all school districts, county offices of education, charter schools, and educational joint powers agencies (JPAs), and prescribe the process of how and when these reports are transmitted to the Superintendent of Public Instruction.

INCORPORATION BY REFERENCE

These regulations incorporate by reference the California School Accounting Manual (Section xxxx1 of the regulations), the J-200 Series of Unaudited Actuals Financial Report forms (Section xxxx1 of the regulations), and the standardized account code structure (SACS) Unaudited Actuals Financial Report forms (Section xxxx1 of the regulations). These items can be found on our Web site pages at www.cde.ca.gov/fiscal/software and www.cde.ca.gov/fiscal/sacs.

Note: The California School Accounting Manual is updated every year in December. The J-200 and SACS Unaudited Actuals Financial Report forms are updated every year in April and July, respectively.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

The Board proposes to adopt Sections xxxx1 and xxxx2 in Article 2 of Division 1, Chapter 14, Subchapter 2 of Title 5 of the California Code of Regulations. These sections concern the format of the annual financial statements for school districts, county offices of education, educational joint powers agencies, and charter schools.

The purpose of the regulations is 1) to adopt the forms that are prescribed by the Superintendent of Public Instruction for local educational agencies to report their annual statement of all receipts and expenditures for the preceding fiscal year, and 2) to provide an alternative annual financial statement form for charter schools for use in the 2003-04 fiscal year only.

DISCLOSURES REGARDING THE PROPOSED ACTION

Mandate on local agencies and school districts: None

Cost or savings to any state agency: None

Costs to any local agency or school district which must be reimbursed in accordance with Government Code section 17561: 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.

Significant effect on housing costs: None.

Affect on small businesses: The regulations clarify which materials may be purchased with state Instructional Materials Funds and the percentages that can be spent on various specified categories. There may be a financial impact on some publishers of supplementary materials to the extent that some materials may no longer be purchased by districts using state Instructional Materials Funds. This impact is minimal and therefore, the proposed regulations would not have a significant adverse affect on any small businesses.

CONSIDERATION OF ALTERNATIVES

In accordance with Government Code section 11346.5(a)(13), the State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons than the proposed action.

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

CONTACT PERSONS

Inquiries concerning the substance of the proposed regulations should be directed to:

Caryn Becker, Administrator
California Department of Education
School Fiscal Services Division
1430 N Street, Suite 3800
Sacramento, CA 95814
E-mail: cbecker@cde.ca.gov
Telephone: (916) 324-7141

Requests for a copy of the proposed text of the regulations, the Initial Statement of Reasons, the modified text of the regulations, if any, or other technical information upon which the rulemaking is based or questions on the proposed administrative action may be directed to Debra Strain, Regulations Adoption Coordinator, or to the backup contact person, Natalie Vice, at (916) 319-0642.

AVAILABILITY OF INITIAL STATEMENT OF REASONS AND TEXT OF PROPOSED REGULATIONS

The Regulations Adoption Coordinator will have the entire rulemaking file available for inspection and copying throughout the rulemaking process at her office at the above address. As of the date this notice is published in the Notice Register, the rulemaking file consists of this notice, the proposed text of the regulations, and the initial statement of reasons. A copy may be obtained by contacting the Regulations Adoption Coordinator at the above address.

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. If the State Board makes modifications which are sufficiently related to the originally proposed text, the modified text (with changes clearly indicated) available to the public for at least 15 days before the State Board adopts the regulations as revised. Requests for copies of any modified regulations should be sent to the attention of the Regulations Adoption Coordinator at the address indicated above. The State Board will accept written comments on the modified regulations for 15 days after the date on which they are made available.

AVAILABILITY OF THE FINAL STATEMENT OF REASONS

Upon its completion, a copy of the Final Statement of Reasons may be obtained by contacting the Regulations Adoption Coordinator at the above address.

AVAILABILITY OF DOCUMENTS ON THE INTERNET

Copies of the Notice of Proposed Rulemaking, the Initial Statement of Reasons, the text of the regulations in underline and strikeout, and the Final Statement of Reasons, can be accessed through the California Department of Education's website at <http://www.cde.ca.gov/regulations>.



APRIL 2003 AGENDA

SUBJECT Permanent Regulations Regarding Claims for Average Daily Attendance for Pupils Over the Age of 19 by Charter Schools and Charter Granting Entities.	X	ACTION
		INFORMATION
	X	PUBLIC HEARING

Recommendation:

Hold a public hearing on the proposed regulations regarding claims for average daily attendance for pupils over the age of 19 by charter schools and charter granting entities. Take action to adopt the proposed regulations.

Summary of Previous State Board of Education Discussion and Action

The State Board of Education commenced the permanent rulemaking process for these regulations at its January 2003, meeting.

Education Code Section 47612(b) as established by Assembly Bill (AB) 1115 (Chapter 78, Statutes of 1999) places specified limitations on pupils over the age of 19 who may be claimed for apportionment purposes by charter schools. [AB 1115 reorganized statutory provisions originally enacted by AB 544 (Chapter 34, Statutes of 1998).] The State Board of Education previously adopted regulations defining “satisfactory progress” in relation to these limitations, but did not adopt regulations further defining qualifications for the claiming of such pupils.

Summary of Key Issue(s)

An administrative determination by the California Department of Education has permitted a greater number of pupils over the age of 19 to be claimed for apportionment purposes than would be permitted under these regulations. Accordingly, the regulations are proposed to become operative beginning in 2003-04 to allow for an orderly transition. The Department of Finance and the Secretary for Education have requested approval of the proposed regulations.

Fiscal Analysis (as appropriate)

These regulations may result in a reduced level of expenditures for apportionments to charter schools. The expenditure reductions would occur in the funds dedicated to public schools under Proposition 98, all of which, by law must be expended each fiscal year. Thus, any reduced expenditures are more accurately characterized as expenditure shifts than as absolute savings.

Attachment(s)

[Attachment 1](#): Title 5. Education, California State Board of Education, Notice of Proposed Rulemaking (pages 1-4)

[Attachment 2](#): Proposed Regulations – Charter School Regular Average Daily Attendance (pages 1-2)

[Attachment 3](#): Initial Statement of Reasons (pages 1-2)

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street; P.O. Box 944272
Sacramento, CA 95814-5901



TITLE 5. EDUCATION

CALIFORNIA STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULEMAKING

Regular Average Daily Attendance for Charter Schools

[Notice published January 31, 2003]

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

The State Board will hold a public hearing beginning at **2:00 p.m. on Wednesday, April 9, 2003**, at 1430 N Street, Room 1101, Sacramento. The room is wheelchair accessible. At the hearing, any person may present statements or arguments orally or in writing relevant to the proposed action described in the Informative Digest. The State Board requests that any person desiring to present statements or arguments orally notify the Regulations Adoption Coordinator of such intent. 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 the Regulations Adoption Coordinator. All written comments must be received by the Regulations Adoption Coordinator no later than the close of the public hearing scheduled to start at **2:00 p.m. on Wednesday, April 9, 2003**. Requests to present oral statements at the public hearing or written comments for the State Board's consideration should be directed to:

Debra Strain, Regulations Adoption Coordinator
California Department of Education
LEGAL DIVISION
1430 N Street, Room 5319
Sacramento, California 95814-5901
E-mail: dstrain@cde.ca.gov
Telephone : (916) 319-0641
FAX: (916) 319-0155

AUTHORITY AND REFERENCE

Authority for these regulations is found in Education Code section 33031. Education Code section 33031 is the State Board's general authority to adopt rules and regulations for the government of the day and evening schools of the state that are not inconsistent with the requirement of statute.

References are made to Education Code sections 41420, 46301, 47612, and 47612.1. These statutes govern individuals who may be claimed for apportionment purposes as pupils in regular attendance in kindergarten and any of grades one through twelve, inclusive, in the public schools.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW

Education Code section 47612(b) states in pertinent part:

...To remain eligible for generating charter school apportionments, a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma...

In keeping with law, the State Board adopted a definition of "satisfactory progress," which is contained in California Code of Regulations, Title 5, Section 11965(b). In pertinent part, this definition states:

...[Satisfactory progress (for non-special education pupils)] means uninterrupted progress (1) towards completion, with passing grades, of the substance of the course of study that is required for graduation from a non-charter comprehensive high school of the school district that authorized the charter school's charter, that the pupil has not yet completed, (2) at a rate that is at least adequate to allow the pupil to successfully complete, through full-time attendance, all of that uncompleted coursework within the aggregate amount of time assigned by the chartering agency for the study of that particular quantity of coursework within its standard academic schedule. If the chartering agency is not a school district having at least one non-charter comprehensive high school, the applicable high school graduation requirements and associated time assignments shall be those for the comprehensive high school(s) of the largest unified school district, as measured by average daily attendance, in the county or counties in which the charter school operates.

...[Satisfactory progress (for special education students)] means uninterrupted maintenance of progress towards meeting the goals and benchmarks or short-term objectives specified in his or her individualized education program...until high school graduation requirements have been met, or until the pupil reaches an age at which special education services are no longer required by law.

Under the provisions of Education Code section 56026, special education students are defined, in effect, to be students who have an impairment (as defined by federal law) that requires instruction, services, or both, which cannot be provided with modification of the regular school program and who are less than 22 years of age. An exception is provided for students whose 22nd birthday will occur during the months of January to June, inclusive, of an academic year; they are allowed to participate in a program for the whole of that academic year.

The specific language of Education Code section 47612(b) ("...To remain eligible...") clearly expresses the intent and expectation that a pupil be enrolled in a public school in pursuit of a high school diploma as he or she leaves 19 years of age and becomes 20 years of age as one qualification of being "continuously

enrolled” for apportionment purposes. A specific exemption to the requirements of Education Code section 47612(b) is set forth in Education Code section 47612.1, which is taken into account in the regulations.

In order to ensure that the clear intent of Education Code section 47612(b) is met, the regulations preclude a charter-authorizing entity from claiming individuals as K-12 average daily attendance who are not claimable by a charter school under the regulations. Absent such a preclusion, which is not inconsistent with any provision of law relating to non-charter public schools, a charter-authorizing entity could claim the individuals and assign them to the charter school for instructional purposes, thus defeating the statute’s clear intent.

DISCLOSURES REGARDING THE PROPOSED ACTION

Mandate on local agencies and school districts: None

Cost or savings to any state agency: None

Costs to any local agency or school district which must be reimbursed in accordance with Government Code section 17561: 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.

Significant effect on housing costs: None.

Affect on small businesses: The proposed amendments to the regulations do not have an affect on small businesses because they only provide clarity for charter schools for the purposes of claiming K-12 attendance for apportionment purposes. The proposed regulations do not impose additional workloads on small businesses or contractors funded by the Department.

CONSIDERATION OF ALTERNATIVES

In accordance with Government Code section 11346.5(a)(13), the State Board must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the State Board, would be more effective in carrying out the purpose for which the action is proposed or would be as effective and less burdensome to affected private persons than the proposed action.

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

CONTACT PERSONS

Inquiries concerning the substance of the proposed regulations should be directed to:

Eileen Cubanski, Administrator
California Department of Education
Charter Schools Office
1430 N Street, Room 3800
Sacramento, CA 95814

E-mail: ecubansk@cde.ca.gov
Telephone: (916) 322-6029
FAX: (916) 322-1465

Requests for a copy of the proposed text of the regulations, the Initial Statement of Reasons, the modified text of the regulations, if any, or other technical information upon which the rulemaking is based or questions on the proposed administrative action may be directed to Regulations Adoption Coordinator.

AVAILABILITY OF INITIAL STATEMENT OF REASONS AND TEXT OF PROPOSED REGULATIONS

The Regulations Adoption Coordinator will have the entire rulemaking file available for inspection and copying throughout the rulemaking process at her office at the above address. As of the date this notice is published in the Notice Register, the rulemaking file consists of this notice, the proposed text of the regulations, and the initial statement of reasons. A copy may be obtained by contacting the Regulations Adoption Coordinator at the above address.

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. If the State Board makes modifications which are sufficiently related to the originally proposed text, the modified text (with changes clearly indicated) will be available to the public for at least 15 days before the State Board adopts the regulations as revised. Requests for copies of any modified regulations should be sent to the attention of the Regulations Adoption Coordinator at the address indicated above. The State Board will accept written comments on the modified regulations for 15 days after the date on which they are made available.

AVAILABILITY OF THE FINAL STATEMENT OF REASONS

Upon its completion, a copy of the Final Statement of Reasons may be obtained by contacting the Regulations Adoption Coordinator at the above address.

AVAILABILITY OF DOCUMENTS ON THE INTERNET

Copies of the Notice of Proposed Action, the Initial Statement of Reasons, the text of the regulations in underline and strikeout, and the Final Statement of Reasons, can be accessed through the California Department of Education's Web site at <http://www.cde.ca.gov/regulations>

Title 5. EDUCATION
Division 1. State Department of Education
Chapter 11. Special Programs
Subchapter 19. Charter Schools
Article 1. Charter School Regular Average Daily Attendance

Amend Section 11960 to read:

§11960. Regular Average Daily Attendance for Charter Schools.

(a) As used in Education Code section 47612, “attendance” means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school is actually taught in their charter schools. “Regular average daily attendance” shall be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school. For purposes of determining a charter school's total number of pupil-days of attendance, no pupil may generate more than one day of attendance in a calendar day.

(b) The State Superintendent of Public Instruction shall proportionately reduce the amount of funding that would otherwise have been apportioned to a charter school on the basis of average daily attendance for a fiscal year, if school was actually taught in the charter school on fewer than 175 calendar days during that fiscal year.

(c) Beginning in 2003-04, a pupil who is over the age of 19 years may generate attendance for apportionment purposes in a charter school only if the pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an individualized education program) consistent with the definition of satisfactory progress set forth in subdivision (b) of Section 11965. This subdivision shall not apply to a charter school program specified in Education Code section 47612.1. A charter school program as specified in Education Code section 47612.1 may be either:

- (1) the whole of a charter school, if the school has an exclusive partnership agreement with one or more of the programs specified in Education Code section 47612.1 and serves no other pupils; or

(2) an instructional program operated by a charter school that is exclusively dedicated to pupils who are also participating in one of the programs specified in Education Code section 47612.1, provided that arrangement is set forth in an exclusive partnership agreement between the charter school and one or more of the programs specified in Education Code section 47612.1.

(d) No individual who is ineligible to generate attendance for apportionment purposes in a charter school pursuant to subdivision (c) may be claimed as regular attendance for apportionment purposes by a local education agency that is authorized by law to grant charters. This subdivision shall not apply to claims other than claims for regular attendance for apportionment purposes.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 41420, 46301, 47612, and 47612.1, Education Code.

INITIAL STATEMENT OF REASONS

SECTION 11960. Regular Average Daily Attendance for Charter Schools.

SPECIFIC PURPOSE OF THE REGULATIONS

The proposed regulations clarify the requirements for individuals to be eligible for claiming as K-12 average daily attendance when the individuals are over the age of 19.

NECESSITY/RATIONALE

The provisions of Education Code section 47612(b) have been implemented under an administrative interpretation not codified in regulations, thus demonstrating that the statute *per se* is in need of clarification. Regulations are the appropriate manner in which to clarify statutory requirements that control potentially substantial amounts of state funding.

SECTION 11960(c)

Clarifies that, beginning in 2003-04, a pupil who is over the age of 19 years may generate attendance for apportionment purposes in a charter school only if:

- (1) the pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program) while 19 years of age and
- (2) without a break in public school enrollment since that time, the pupil is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an individualized education program) consistent with the definition of satisfactory progress elsewhere set forth in regulation.

This subdivision makes clear that it does not apply to a charter school program specified in Education Code Section 47612.1.

This subdivision defines a charter school program as specified in Education Code Section 47612.1 as being either:

- (1) the whole of a charter school, if the school has an exclusive partnership agreement with one or more of the programs specified in Education Code Section 47612.1 and serves no other pupils; or
- (2) an instructional program operated by a charter school that is exclusively dedicated to pupils who are also participating in one of the programs specified in Education Code Section 47612.1, provided that arrangement is set forth in an exclusive partnership agreement between the charter school and the program or programs specified in Education Code Section 47612.1.

SECTION 11960(d)

This subdivision specifies that no individual who is ineligible to generate attendance for apportionment purposes in a charter school pursuant to subdivision (c) may be claimed as regular attendance for apportionment purposes by a local education agency that is authorized by law to grant charters. This provision, which is not inconsistent with statute, is needed to ensure that charter granting entities do not claim individuals for ADA purposes who are ineligible under the provisions of subdivision (c) then assign them to charter schools for instructional purposes. Such an outcome would defeat the clear intent of the statute.

The subdivision clarifies that its restrictions apply only to claims for regular average daily attendance. Thus, statutorily separate programs, such as adult education, would not be affected in any way by these regulations. This provision avoids any confusion with respect to the authority of local education agencies that grant charters to claim individuals for such separate programs in accordance with applicable law.

TECHNICAL, THEORETICAL, AND/OR EMPIRICAL STUDIES, REPORTS, OR DOCUMENTS.

The State Board did not rely upon any other technical, theoretical, or empirical studies, reports, or documents in proposing the adoption of these regulations.

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

The State Board was not presented with other viable alternatives to the adoption of these regulations.

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 they only provide clarity for charter schools for the purposes of claiming K-12 attendance for apportionment purposes. The proposed regulations do not impose additional workloads on small businesses or contractors funded by the Department.

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street; P.O. Box 944272
Sacramento, CA 94244-2720
(916) 319-0827
(916) 319-0175 FAX



April 9, 2003

To: Members of the State Board of Education

A large, stylized handwritten signature in black ink, appearing to read "RH".

From: Reed Hastings, President

Subject: Item 18, April 2003 Agenda
Permanent Regulations Regarding Claims for Average Daily Attendance
for Pupils Over the Age of 19 by Charter Schools and Charter Granting
Entities

In Item 18, the State Board's initial proposal for permanent regulations is presented. I recommend that the State Board amend the proposed regulations and send them out for 15-day public review in accordance with the Administrative Procedure Act.

The present proposal substantially addresses the issue of adult students in charter schools being claimed for vastly more state revenue than the same students in adult education. However, I am concerned that the proposal still lacks a "bright line" (i.e., an absolute maximum age) to facilitate the auditing process. Accordingly, I recommend inclusion of a provision that no student over the age of 22 be claimable.

In the following text, the existing regulations is shown with no underline; the proposed addition before us today appears in single underline; and my recommended amendments appear in ~~double strikeout~~ and double underline.

§11960. Regular Average Daily Attendance for Charter Schools.

(a) As used in Education Code section 47612, "attendance" means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school is actually taught in their charter schools. "Regular average daily attendance" shall be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school. For purposes of determining a charter school's total number of pupil-days of attendance, no pupil may generate more than one day of attendance in a calendar day.

(b) The State Superintendent of Public Instruction shall proportionately reduce the amount of funding that would otherwise have been apportioned to a charter school on the basis of average daily attendance for a fiscal year, if school was actually taught in the charter school on fewer than 175 calendar days during that fiscal year.

(c) (1) Beginning in 2003-04, a pupil who is over the age of 19 years may generate attendance for apportionment purposes in a charter school only if ~~the~~ both of the following conditions are met:

(A) The pupil was enrolled in a public school in pursuit of a high school diploma (or, if a student in special education, an individualized education program) while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma (or, if a student in special education, satisfactory progress in keeping with an individualized education program) consistent with the definition of satisfactory progress set forth in subdivision (b) of Section 11965.

(B) The pupil is not over the age of 22 years.

(2) This subdivision shall not apply to a charter school program specified in Education Code section 47612.1. A charter school program as specified in Education Code section 47612.1 may be either:

(1) (A) the whole of a charter school, if the school has an exclusive partnership agreement with one or more of the programs specified in Education Code section 47612.1 and serves no other pupils; or

(2) (B) an instructional program operated by a charter school that is exclusively dedicated to pupils who are also participating in one of the programs specified in Education Code section 47612.1, provided that arrangement is set forth in an exclusive partnership agreement between the charter school and one or more of the programs specified in Education Code section 47612.1.

(d) No individual who is ineligible to generate attendance for apportionment purposes in a charter school pursuant to subdivision (c) may be claimed as regular attendance for apportionment purposes by a local education agency that is authorized by law to grant charters. This subdivision shall not apply to claims other than claims for regular attendance for apportionment purposes.

Cc: State Superintendent Jack O'Connell
CDE Executive Staff



APRIL 2003 AGENDA

SUBJECT Request by the Academy of Culture and Technology to Approve a Petition to Become a Charter School Under the Oversight of the State Board of Education.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education (CDE) will provide a complete analysis to the State Board of Education (SBE) with the supplemental mailing.

Summary of Previous State Board of Education Discussion and Action

SBE Authority to Grant Charters: Pursuant to *Education Code* Section 47605(j), as of January 1, 1999, a charter school that has been denied approval by a local chartering entity may petition the SBE to approve the charter. As of January 1, 2003, a charter school must be denied by both a local school district and county office of education before it may petition the SBE to approve the charter.

Previous Requests: Since January 1999, the SBE has reviewed several charter petitions that had been denied at the local level and has to date approved seven such requests. At its December 2000 meeting, the SBE approved two charter schools: the Oakland Military Institute in Alameda County and the Ridgecrest Charter School in Kern County. These two charter schools opened at the beginning of the 2001-02 school year under oversight of the SBE. In July 2001, the SBE approved the renewal of the Edison Charter Academy in San Francisco, which had previously been denied renewal by the district. At its December 2001 meeting, the SBE approved the New West Charter Middle School and the Animo Inglewood Charter High School, both of which are located in Los Angeles County. In September 2002, the SBE approved the School of Arts and Enterprise, also located in Los Angeles County. Finally, in February 2003, the SBE approved the Knowledge Is Power Program (KIPP) Summit Academy in Alameda County.

Oversight of Charter Schools by the SBE: At the request of the SBE, CDE staff presented an issue paper at its May 2000 meeting that outlined a comprehensive proposal for the review, approval and oversight of previously denied charters. The issue paper proposed that the SBE adopt regulations that define a process for the review of a charter petition that has been denied locally. Regulations were developed and approved by the SBE at its December 2001 meeting and are currently in use.

At its October 2001 meeting, the SBE also established an Advisory Commission on Charter Schools (ACCS) and charged it with a number of responsibilities, including advising the SBE on charter petitions that have been denied at the local level.

Summary of Key Issue(s)

The SBE originally heard this appeal at its September 2002 meeting. At that time, the ACCS had recommended approval of the appeal. However, the State Superintendent of Public Instruction and CDE staff had many concerns with the proposed charter. The SBE encouraged the petitioners to revise the petition and submit it again to the Pomona Unified School District for consideration. In the event that the petition was not approved by February 2003, the SBE expressed its intent to approve the petition.

On January 21, 2003, CDE received the second request from the ACT petitioners to authorize the charter

Summary of Key Issue(s)

school proposed to be located in the City of Pomona in Los Angeles County. The petition to establish the charter school was denied again by the Pomona Unified School District on January 14, 2003.

The SBE heard this appeal for the second time at its March 2003 meeting and acted to hold the appeal over until the April meeting.

Fiscal Analysis (as appropriate)

Information will be provided as necessary in the supplemental mailing.

Attachment(s) to this Agenda Item

Additional information will be provided in the supplemental mailing. The complete charter petition and the CDE analysis of any changes submitted by the petitioners before the April meeting will be submitted in the supplemental agenda.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: 3/27/03

**From: Susan Lange, Deputy Superintendent
Finance, Technology and Administration**

Re: ITEM #19

**Subject REQUEST BY THE ACADEMY OF CULTURE AND TECHNOLOGY TO
APPROVE A PETITION TO BECOME A CHARTER SCHOOL UNDER THE
OVERSIGHT OF THE STATE BOARD OF EDUCATION**

The State Board originally heard this appeal at its September 2002 meeting. At that time, the Advisory Commission on Charter Schools (ACCS) had recommended approval of the appeal. The State Board encouraged the petitioners to revise the petition and submit it again to the Pomona Unified School District for consideration. In the event that the petition was not approved by February 2003, the State Board expressed its intent to approve the petition. The petition was again denied by the Pomona Unified School District on January 14, 2003.

The State Board heard this appeal again at its March 2003 meeting. However, the State Board had a number of vacancies at that time and was short existing members for the March meeting, therefore, this item was held over to the April meeting.

We continued to have many of the same concerns that were originally described regarding this petition relative to the educational program and governance structure of the school. These issues are discussed in detail under Findings 1 and 2 of Attachment 1. Since the appeal was heard in March, the petitioners have submitted additional materials in response to our concerns. The additional materials constitute Attachment 3 of this item.

Most of Attachment 3 restates the petitioners' vision for the Academy of Culture and Technology and describes how Solon Schools Group/Advanced Education Services will help develop the school's educational program and provide teacher training, and states that all first year teachers at the school will attend the National Council for La Raza-sponsored teacher training.

The additional material does indicate that the school will be established as its own nonprofit organization with a cross-section of the community (including three parent members) on the governing board. The petitioners have indicated that nonprofit status for the school will be completed by January 1, 2004. This change in the status of the school would remove our concerns about potential conflicts of interest between the school and the Pomona Valley Center for Community Development as described under Finding 2 of Attachment 1. The petitioners have also indicated in Attachment 3 that the school will include language that is acceptable to the State Board regarding oversight and intervention in disputes with the school. This removes our concerns under Finding 5(N).

If the State Board approves this petition, we recommend that it do so for a three-year term beginning July 1, 2004 with the attached conditions of operation listed in Attachment 1 and that it be given charter number 541. In addition, we recommend that another condition of operation be added which requires the Academy of Culture and Technology to submit articles of incorporation and bylaws for the school, including a description of the selection process for initial and permanent governing board members and terms of office, by January 1, 2004.

Please see the following attachments:

- [Attachment 1](#): State Board of Education Charter School Appeal Findings (as originally submitted for the March State Board meeting) (Pages 1-13)
- Attachment 2: Petition for Charter Approval for the Academy of Culture and Technology (Pages 1-168) (This attachment is not available on the web)
- [Attachment 3](#): Further Elaboration on the Academy of Culture and Technology Charter School Petition in Response to SBE Staff Report and Additional Concerns of the State Board of Education (Pages 1-6)

State Board of Education
Charter School Appeal Findings
(as originally submitted for the March State Board meeting)

School Name: Academy of Culture and Technology	
Denying District: Pomona Unified School District	Date Denied: 1/14/03
County: Los Angeles	
Date Received by SBE: 1/21/03	

SUMMARY OF FINDINGS	Concerns*
1. The Charter School presents an unsound educational program for pupils to be enrolled in the charter school.	<input checked="" type="checkbox"/>
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.	<input checked="" type="checkbox"/>
3. The petition does not contain the number of required signatures.	<input type="checkbox"/>
4. The petition does not contain an affirmation that the school shall be nonsectarian, shall not charge tuition and shall not discriminate.	<input type="checkbox"/>
5. The petition does not contain reasonably comprehensive descriptions of the required elements.	<input checked="" type="checkbox"/>
*See detail regarding concerns on findings 1, 2 and 5 on the following pages.	

GENERAL COMMENTS AND AFFIRMATIONS	Included	
	Yes	No
Evidence of local governing board denial per <i>Education Code</i> (EC) Section 47605 (j)(1) and 5 CCR 11967(a)(2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reason for denial included (5 CCR 1967(a)(2))	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Full charter included (EC 47605(b)(5)).	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Signed certification of Compliance with applicable law (5 CCR 11967(b)(3))	<input type="checkbox"/>	<input type="checkbox"/>
Written verification of SELPA participation or district delegation to accept charter in the LEA for Special Education (EC 47641© and (d))	<input type="checkbox"/>	<input type="checkbox"/>
Serves pupils in grade levels that are served by the school district of the governing board that considered the petition (EC 47605(a)(6))	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FINDING #1	Concerns
<p>The charter school presents an unsound educational program for pupils to be enrolled in the charter school.</p> <ul style="list-style-type: none"> • Program presents the likelihood of physical, educational, or psychological harm; • Program is not likely to be of educational benefit to the pupils who attend. 	
<p>Comments: The petition still does not present a comprehensive, coherent educational program. The additional materials submitted as part of the petition appear to be taken from a variety of sources but there is no sense of how it all fits together as a whole. For example: (1) sample curriculums are included for one class each for the 6-8th grades. It is not clear where those samples came from or how they relate to state content standards; (2) course outlines for grades 9-12 are identified as those for a school called AES which is never identified or described; (3) course outlines do not appear to match courses identified on a sample schedule; (4) a one page Emotional Intelligence Curriculum with goals, objectives and measurement criteria is included in the petition; however, it is not clear where this curriculum fits into the school day; and finally (5) a copy of the CDE Assessment of Career Education (ACE) test content summaries for various career technical areas is included. However, while the petition refers to various “Enterprise Learning” areas that will be emphasized, there is no description of a program or curriculum.</p> <p>The petition now proposes to serve grades 6-10 in the first year, but there is no indication of a recognition that middle grades students might need differentiated instructional strategies, groupings, personal contact, etc., than the high school students.</p> <p>The petition still has not adequately addressed how the school will address the needs of under achieving students. The material in the petition is essentially the same as was submitted for the Advisory Commission on Charter Schools (ACCS) and emphasizes specialized learning plans, tutorial services, and computer software for those students. The problem this doesn’t address is how a whole class of students that is not performing at grade level is going to successfully complete a UC preparatory curriculum.</p> <p>Language on the ELL program now states that the school will follow an unspecified “highly successful immersion model” and will “strive to hire BCLAD teachers in all core academic areas.”</p> <p>The petition now contains what appears to be boilerplate language from a Memorandum of Understanding (MOU) with the East San Gabriel Valley SELPA regarding the provision of special education services. However, it is unclear whether the school has submitted a request to become an LEA in the SELPA or whether any further discussions have taken place since the last time this charter petition was before the SBE. The petition still contains a sample contract with a private service provider (Advanced Education Services/Solon Schools Group), which is skeletal and lacking in any detail. Further, the petitioners may be relying on a service provider that may not be qualified to provide all the services it advertises.</p> <p>In conclusion, we cannot state that the petitioners present a sound program that is likely to be of educational benefit to students who may attend the school.</p>	

FINDING #2	Concerns
<p>The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.</p> <ul style="list-style-type: none"> • Petitioners have a past history of involvement with charter schools or other education agencies that are regarded as unsuccessful; • Petitioners are unfamiliar with the contents of petition or requirements of law; • Petitioners have presented an unrealistic financial and operational plan for the charter school; • Petitioners lack the necessary background in curriculum, instruction and assessment, and finance and business management, and have no plan for securing individuals with the necessary background. 	
<p>Comments: The governance structure proposed by ACT is the same as originally proposed and therefore we have the same concerns as described in our first analysis of this petition. The concerns are that the Pomona Valley Center for Community Development (PVCCD) is a 501(c)(3) nonprofit organization with a seven-member board of directors. The ACT is a “project” of the PVCCD and will be governed by essentially the same governing board, with the addition of up to three parent representatives from the School Site Council. We believe this governance structure may result in potential conflicts of interest between the school and the PVCCD to the extent that the interests of the two entities diverge.</p> <p>Informal conversations with the Executive Director of the PVCCD have indicated that the PVCCD is willing to establish the ACT to be a nonprofit 501(c)(3) and allow it to be granted the charter rather than the PVCCD. If this were to occur and the ACT had its own board of directors, that would help alleviate our concerns on the governance issue.</p> <p>We continue to have the same concerns with the school business plan which continues to lead us to question the viability of the charter. The revised petition does not clearly indicate how duties and responsibilities will be divided between the Financial/Administrative Officer, the bookkeeper, and the accountant. Further, it is not clear that staff responsible for business administration will have the necessary expertise in public school business practices.</p> <p>The PVCCD has reduced its indirect cost/administrative charge from 10% to 3%. This is largely a shift of 7% going to support the after school program which the PVCCD will operate.</p>	

In addition, we continue to note the following concerns with the budget projections:

- The cash flow document was prepared on a quarterly rather than monthly basis, making it difficult to determine if the petitioners understand the timing of the receipt of various revenues and their relationship to the timing of expenditures.
- The budget contains the 1% fee for oversight by the charter-granting agency; however, the amounts budgeted for oversight do not equal 1% of revenues in any of the three years for which projections are provided.
- The budget indicates that the school will be funded for special education students at \$510 per ADA. Since ACT is not in a SELPA at this time, it is difficult to determine if \$510 per ADA is a realistic figure.

Finally, if the State Board approves this charter, we recommend, in addition to the standard conditions, that the Board require the additional conditions recommended by the ACCS at the time this petition was originally heard. Those conditions are: (1) as part of the presentation of the final charter, the PVCCD include a description of the services to be rendered by the PVCCD in exchange for a share of the school's revenues and (2) that the ACT present a line of credit in the amount of no less than \$500,000 and present evidence that a grant in the amount of no less than \$150,000 has been awarded by the National Council of La Raza or another source.

FINDING #3	
The petition does not contain the number of signatures required by law.	
Comments: No concerns	

FINDING #4	
The petition does not contain an affirmation of each of the following: <ul style="list-style-type: none"> • Shall be nonsectarian • Shall not charge tuition • Shall not discriminate 	
Comments: No concerns	

FINDING #5	Reasonably Comprehensive	Not Reasonably Comprehensive
The petition contains reasonably comprehensive descriptions of the following:		
(A) A description of the educational program, including how information will be provided to parents on transferability of courses and eligibility of courses to meet college entrance requirements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments: We have concerns with the educational program as described in Finding 1 on page 2.		
(B) The measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments: Measurable pupil outcomes for the school are a mix of very general outcomes (students “will attain competency in core knowledge subject matter”) and specific outcomes (35% of its graduating classes will meet the minimum CSU/UC standards), but the petition does not provide detail about the desired level of performance for the general outcomes or a means to determine whether students are making satisfactory progress.		
(C) The method by which pupil progress is to be measured (compliance with statewide assessments and standards)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>Comments: Student progress will be measured by a variety of assessments including results from the STAR program, regular subject exams, portfolios and a personal evaluation process. The petition states that the ACT governing board will conduct an annual review of student progress toward meeting achievement goals, the results of which will be included in an annual performance report. There does not seem to be a plan for collecting, analyzing, and using the data to monitor and improve the school's instructional program for individual students or groups of students.</p>		
(D) Governance structure, including the process to ensure parental involvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Comments: Concerns are discussed under Finding 2 on page 4. They center on the potential conflict of interest created by the governing board of the PVCCD being essentially the same board that governs ACT.</p>		
(E) Qualifications to be met by those employed	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Comment: Job descriptions for an elementary teacher, school director, and janitor were included in the charter that were taken from another organization (AES). However, it is not clear whether these are the positions the school regards as key positions, nor is language included that states all requirements for employment set forth in applicable provisions of law will be met, as required by the regulations.</p>		
(F) Procedures to ensure health and safety of pupils and staff, including criminal records summary (per EC Section 44237)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
(G) The means by which the school will achieve racial and ethnic balance reflective of the district population	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
(H) Admission requirements, if applicable (District priority or lottery per EC 47605 (d)(2))	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
(I) The manner in which an independent annual financial audit is to be conducted	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
(J) The procedures by which pupils can be suspended or expelled	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>Comments: The petition states that ACT will develop a comprehensive set of student discipline policies which will be distributed as part of the school's student handbook. A general process is outlined for those students found "breaking school behavior procedures." However, there is no information on how detailed policies and procedures will be developed and periodically reviewed and modified.</p>		
<p>(K) The manner by which staff will be covered by STRS, PERS, or Social Security</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
<p>(L) The public school attendance alternatives for pupils residing in the school district who choose not to attend charter schools (No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
<p>(M) A description of the rights of any employee of the district, upon leaving the employment of the district to work in the charter, and of any rights of return to the school district after employment at the charter school (No governing board of a school district shall require any employee of the school district to be employed in a charter school (EC 47605(e))</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		
<p>(N) Process for resolution of disputes with chartering entity</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Comments: The charter contains language that limits the intervention by the SBE in disputes without first referring a complaint to the school's Director for resolution. This provision is contrary to the oversight agreement under which the school will operate which allows the SBE to intervene at its discretion if it believes its fundamental interests are at stake. We recommend that language which limits the SBE intervention be eliminated. Further, this section needs to be amended to incorporate language that describes how costs of the dispute resolution process, if any, would be funded; and acknowledges that because the SBE is not a local education agency, it may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter.</p>		
<p>(O) Declaration whether or not the charter school shall be deemed the exclusive public employer for the purposes of EERA</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>		

(P) A description of the procedures to be used if the charter school closes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments: Although not required by law for petitions submitted before January 1, 2003, it is reasonable for the State Board to require such procedures if it approves this charter.		

**Recommended Conditions of Operation
for State Board Charter Appeals**

Condition	Recommended	Not Recommended	Alternative Date
<p>1. Insurance Coverage-not later than June 1, (or such earlier time as school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>June 1, 2004</p>
<p>2. Oversight Agreement-not later than January 1, either (a) accept an agreement with the State Board of Education (administered through the California Department of Education) to be the direct oversight entity for the school, specifying the scope of oversight and reporting activities, including, but not limited to, adequacy and safety of facilities; or (b) enter into an appropriate agreement between the charter school, the State Board of Education (as represented by the Executive Director of the State Board), and an oversight entity (pursuant to EC Section 47605(k)(1)) regarding the scope of oversight and reporting activities, including, but not limited, adequacy and safety of facilities.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>June 2, 2003</p>

Condition	Recommended	Not Recommended	Alternative Date
<p>3. SELPA Membership-no later than February 1, submit written verification of having applied to a special education local plan area (SELPA) for membership as a local education agency and, not later than June 1, submit either written verification that the school is (or will be at the time students are being served) participating in the SELPA, or an agreement between a SELPA, a school district that is a member of the SELPA, and the school that describes the roles and responsibilities of each party and that explicitly states that the SELPA and the district consider the school's students to be students of the school district in which the school is physically located for purposes of special education programs and services (which is the equivalent of participation in the SELPA). Satisfaction of this condition should be determined by the Executive director of the State Board of Education based primarily on the advice of the State Director of Special Education based on a review of either the school's written plan for membership in the SELPA, including any proposed contracts with service providers or the agreement between a SELPA, a school district and the school, including any proposed contracts with service providers.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>February 2, 2004 for application and June 1, 2004 for membership</p>

Condition	Recommended	Not Recommended	Alternative Date
<p>4. Educational Program-not later than January 1, submit a description of the curriculum development process the school will use and the scope and sequence for the grades envisioned by the school; and, not later than June 1, submit the complete educational program for students to be served in the first year including, but not limited to, a description of the curriculum and identification of the basic instructional materials to be used, plans for professional development of instructional personnel to deliver the curriculum and use the instructional materials, identification of specific assessments that will be used in addition to the results of the Standardized Testing and Reporting (STAR) program in evaluating student progress, and a budget which clearly identifies the core program from enrichment activities and reflects only those loans, grants, and lines of credit (if any) that have been secured by the Executive Director of the State Board of Education based primarily on the advice of the Deputy Superintendent for Curriculum and Instructional Leadership.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>September 1, 2003 for scope and sequence and March 1, 2004 for complete education program</p>
<p>5. Student Attendance Accounting-not later than May 1, submit for approval the specific means to be used for student attendance accounting and reporting that will be satisfactory to support state average daily attendance claims and satisfy any audits related to attendance that may be conducted. Satisfaction of this condition should be determined by the Executive Director of the State Board of Education based primarily on the advice of the Director of the School Fiscal Services Division.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>May 3, 2004</p>

Condition	Recommended	Not Recommended	Alternative Date
<p>6. Facilities Agreement-not later than January 1, present a written agreement (a lease or similar document) indicating the school's right to use the principal school site identified by the petitioners for at least the first year of the school's operation and evidence that the facility will be adequate for the school's needs. Not later than June 1, present a written agreement (or agreements) indicating the school's right to use any ancillary facilities planned for use in the first year of operation. Satisfaction of these conditions should be determined by the Executive Director of the State Board of Education based primarily on the advice of the Director of the School Facilities Planning Division.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>June 2, 2003 for principal site and June 1, 2004 for ancillary sites</p>
<p>7. Zoning and Occupancy-not less than 30 days prior to the school's opening, present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. For good cause, the Executive Director of the State Board of Education may reduce this requirement to fewer than 30 days, but may not reduce the requirement to fewer than 10 days. Satisfaction of this condition should be determined by the Executive Director of the State Board of Education based primarily on the advice of the Director of the School Facilities Planning Division.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Condition	Recommended	Not Recommended	Alternative Date
<p>8. Final Charter-not later than January 1, present a final charter that includes all provisions and/or modifications of provisions that reflect appropriately the State Board of Education as the chartering authority and otherwise address all concerns identified by California Department of Education staff, and that includes a specification that the school will not operate satellite schools, campuses, sites, resource centers or meeting spaces not identified in the charter without the prior written approval of the Executive Director of the State Board of Education based primarily on the advice of appropriate CDE staff.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	June 2, 2003
<p>9. Legal Issues-in the final charter presented pursuant to condition (8), resolve any provisions related to legal issues that may be identified by the State Board's Chief Counsel.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>10. Processing of Employment Contributions-prior to the employment of any individuals by the school, present evidence that the school has made appropriate arrangements for the processing of the employees' retirement contributions to the Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>11. Operational Date-if any deadline specified in these conditions is not met, approval of the charter is terminated, unless the State Board of Education deletes or extends the deadline not met. If the school is not in operation by September 30, approval of the charter is terminated.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	September 30, 2005

Further Elaboration on the Academy of Culture and Technology Charter School Petition in Response to SBE Staff Report and Additional Concerns of the State Board of Education

I. School Curriculum and Educational Program:

“Successful schools find that developing the initial instructional program requires several years of trial and error and that instructional design is an ongoing process throughout the life of the school.”

Eric Premack, The Charter School Development Guide

The Academy of Culture and Technology (ACT) has set forth a very ambitious educational program; this program is based upon the high aspirations that our community has for its children, which are not being met within our existing school system. This program is comprehensive: it provides a secure learning environment, extended school day/ year, before and after-school programs, and a summer learning program; there is a focus on multiple intelligence approaches to learning (experiential, applied learning, personal and social skills development, social and moral guidance, and critical thinking). Most importantly, ACT intends to provide a rigorous core curriculum through the use of highly qualified teachers that are able to inspire our youth to meet and surpass the standards set for their age/grade group.

In regards to curriculum, the California Department of Education Frameworks and Content Standards (as found in the following publications: *Mathematics Frameworks for California Public Schools* (2000), *Science Content Standards for California Public Schools* (1998), *Reading/Language Arts Framework for California Public Schools* (1999), *History-Social Science Framework for California Public Schools* (2001), *Visual and Performing Arts Content Standards for California Public Schools* (2001)), will provide the ACT with the core academic content and serve as the foundation of the school's instructional program.

The ACT curriculum will be delivered through:

- I. Traditional classroom instruction, using SBE approved textbooks that are based upon the content standards.
- II. Integration of project based, applied learning formats, that attempt to give students a practical, “hands-on” understanding of subject matter.

The integrated linkage of traditional lecture-based classroom instruction with an applied learning format will allow our teachers and staff the ability to develop performance based standards and assessments for our students: a great deal of assessment will be based upon the quality of student work done at ACT. We believe that when the content of knowledge is coupled with the experience of that content, that students are more apt to gain a mastery of the subjects being studied.

ACT will submit a completed school curriculum to the CDE within the time frame suggested by the CDE staff report and recommendations.

Central Focus of Our Educational Program: Components of Effective Pedagogy

Given the actual reality of students living within our neighborhood, we believe that our school can make substantial improvements in the academic performance of the middle-school students who enroll at ACT. For instance, our charter specifically states that ACT will create a 318% increase in students that are able to qualify for admissions into the California State University system, compared to the 11% of Pomona high school graduates that currently meet this requirement.

Re-structured School Environment- Such a statement is based upon our certainty that the ACT educational program will be an effective one. As mentioned previously, the ACT begins by substantially restructuring the environmental factors that inhibit learning in our schools: A relatively small school with small classroom size; extended school day/year and a summer learning program. The program also relies on strong parent participation and integration with the learning goals of their children. As a 'community-driven' model, our strategic goal is to develop a dynamic partnership between parent, student and teacher, based upon trust and understanding of our mutual expectations. Here, again, we find a component sorely lacking in our schools: parents complain that there is little pro-active communication with them; teachers complain that they are too often serving the role of baby-sitter.

Teacher as Leader Inspiring Students- Finally, and most importantly, the ACT planning process has convinced us that a distinct type of teacher is attracted to our school design and is interested in being part of the ACT educational program: it is this type of teacher that will make our educational program a clear success. First of all, we expect our teachers to be well versed in their subject matter and fully certificated. (50% of teachers in south Pomona schools are there on emergency credentials.) Secondly, we are looking for teachers that demonstrate a real solidarity and empathy with the kind of students and parents that will be served by ACT. The school start-up period (please see "Next Phase...") will focus on placing these committed teachers into the centerpiece of the ACT educational program. Our teachers will possess all the tools to adequately evaluate and coach ACT students toward academic success.

The ACT places relationship building among teachers, and with students, as a key component to its educational program. With smaller classes and a smaller course loads (with longer course time-blocks) than traditional schools, the ACT school structure provides the initial context for the role teachers will play. The school structure will provide teachers with regular time-slots for collaborative planning and evaluation sessions among themselves, along with on-going professional development and support.

Such a structure allows our teachers to focus on developing long-term relationships and individualized teaching strategies, which we believe will be key to our students' academic success. We want our teachers to be able to personalize education—to make a real connection with our students. We want the role of the teacher at ACT to be that of a mentor, teambuilder and leader, one that is capable of inspiring ACT students to higher achievement.

By empowering ACT teachers to be the centerpiece of the educational program, teachers will be able to establish realistic standards for our students, deal with the issues and needs of diverse learners and have a much better understanding of how to influence the learning process of the ACT student population.

What Is Effective Pedagogy? ACT plans to offer a re-structured school environment, a rich and interesting curriculum that is intended to challenge and inspire students, presented by dedicated teachers who have the resources and support to do their jobs well. However, within a context such as is found in south Pomona, the ACT is well aware that there are substantial obstacles to overcome. A large part of our student body comes to us with inadequate preparation due to the problems that plague our schools—and the students' own families. For instance, one key focus in the start-up years, by default, must be the remediation of student deficiencies: insuring that students have the essential ability to read, write and compute, which are the primary tools required in order to enjoy the fruits of an advanced academic program. In fact, the 6th, 7th and 8th grade concentration must focus on getting ACT students prepared to succeed in a college preparatory program. But this in itself does not restrict the scope of the ACT educational program; even students with learning deficiencies can—and will – greatly benefit from participation in a challenging academic environment.

This is why there are two key pedagogical questions that the ACT educational program will address over the subsequent years: How do our students best learn? and, How do we engage our students' minds? Clearly, there is no 'one shoe that fits all' within education. As stated in our charter petition:

The ACT believes in a 'customer service approach' to education. As described, each student will undergo an initial testing and evaluation process to set individual learning plan goals. Within this context, each student will have the opportunity for special one-on-one assistance from teachers and tutors to build on their academic strengths and remedy areas of weak performance.

Answering the question of how students best learn will be a major exploratory endeavor for The ACT; it will require that the school itself be a flexible, learning organization (ability to change and to grow). The schools initial focus will be on gaining clearer understanding about our students' individual learning styles, being able to adequately assessment their capacities in order to set realizable standards. Our organization and teachers have to develop the capacity to provide multiple instructional strategies, with a concentrated focus on remediation and basic skills attainment. ACT

has established general parameters to approaching the question of how our students best learn, and this will be primary focus of our school partners and teachers in start-up period work at ACT.

Which leads us to our final question: how do we engage and inspire our students to learn? One thing that is very apparent when we assess our youths' educational environment: we need to establish a fundamental form of communication with our future students that currently does not exist within our local educational environment. Once again, this question enunciates the role that we will need our teachers to fulfill. The role requires that our teachers become effective investigators in order to discover methods that will inspire their students to achieve. They will have to be able to delve into the student's psyche in order to create an enthusiasm for learning. The ACT is committed to helping its teachers in this endeavor.

Over time, we envision the ACT being transformed into a dynamic community of learners, where students are self-paced and self-motivated, inspired by their teachers who fill a principal role of team leaders and co-learners in the discovery and appropriation of knowledge.

**Next Phase of Educational Program Development:
Chronology ; Project Partners Assisting in Pre-Startup Period.**

We quote Mr. Premack above to emphasize that the ACT recognizes there is enormous work that is still required and costs to be incurred before our school is ready to open. We shall be assisted in the next phase by our school start-up partners, Solon Schools/ Advanced Educational Services, and the National Council for La Raza's Center for Educational Excellence.

Solon Schools/ Advanced Educational Services has its own CDE standards based curriculum that is used at various schools run by the non-profit organization. They also have extensive experience providing local school districts throughout California with a comprehensive offering of special education services. A principal reason for choosing Solon Schools is their extensive background in delivering educational programs to under-achieving student populations. With our own area schools' scoring in the bottom-decile of state assessments, Solon will assist the ACT in further structuring our educational program, and provide direct teacher training, in order to effectively adapt to the diverse learning needs of our students. They provide the expertise in school structuring and teacher training to insure that each student is adequately assessed and provided with an individualized learning plan that will create significant improvements in every one of our student's performance levels.

The NCLR's Center for Educational Excellence is primarily focused on extensive teacher and administrator training seminars that are held on a semi-annual basis in

Washington, D.C. In addition, the NCLR provides additional teacher training opportunities through a collaborative agreement with the School Re-Design Network at Stanford University. The ACT intends to send each one of its first year teachers to one of these programs during the school's first summer session in 2004, which precedes the school's first academic year that starts in September of 2004. Both organizations will assist our teachers in becoming more proficient at addressing and assessing the needs of our students and creating more effective learning processes.

There are two important factors that stand out within our school start-up plans: using the summer school period in 2004 as a "ramp-up" period for our program; and, the central and re-defined role that ACT teachers will be expected to fulfill in developing our educational program.

The six-week summer school program is an essential component to the ACT start up plan, for here teachers and staff will be able to concentrate on engaging ACT students, establishing a familiarity with students' learning strengths and deficiencies, conduct thorough assessments of students, and begin to explore collective and individual strategies for moving students toward specifically defined academic goals.

Each teachers will spend half of the summer program working with one class of students (about 20 students), engaging the students in course work intended to remediate areas of academic deficiency, while also providing the teacher with an introduction to those students learning styles, interests and goals, which will be essential in determining evolving teaching strategies. Each teacher will also attend a one-week training session, either at the NCLR's Center for Educational Excellence, or Stanford University's School Re-Design Network. These training sessions will facilitate the work that our teachers will participate in during the remaining portion of the summer school term. That work falls within the area of curriculum development--specifically creating an applied learning, project based format that complements the classroom-lecture format --creation of effective learning strategies for students, setting realistic standards for student learning, and becoming more adept at assessing the performance of individual students. This work will be conducted on the school site under the auspices of the Solon Schools Group, whose mission at our school regarding our faculty is to empower teachers in order that they may lead students toward academic proficiency.

II. Question of Governance and the Possible Conflict of Interest

Establishment of a New Non-profit organization to Govern School

The charter school-sponsoring agency, the Pomona Valley Center for Community Development, will help to establish a separate non-profit, independent entity to solely manage and govern the charter school. Initial governing members will comprise a cross-section of the community and include 3 parents of students attending the ACT. Incorporation of the new non-profit agency will be in place by January 1, 2004.

III. (Element N) Process for Resolution Disputes with Chartering Entity

The ACT will accept and include in its charter document, language that is acceptable to the SBE regarding oversight and intervention in cases of disputes with the school.



APRIL 2003 AGENDA

SUBJECT Legislative Update: Including, but not limited to, information on committee appointments and legislation	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Information only – no recommendation pending

Summary of Previous State Board of Education Discussion and Action

The State Board regularly considers and takes action on matters related to the implementation of legislation and the initiation and support of changes in statute.

Summary of Key Issue(s)

N/A

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

In order to provide the most-up-to-date information, an updated packet will be provided just prior to the State Board of Education meeting.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: March 28, 2003

From: B. Teri Burns

Re: ITEM # 20

**Subject LEGISLATIVE UPDATE: INCLUDING, BUT NOT LIMITED TO,
INFORMATION ON COMMITTEE APPOINTMENTS AND LEGISLATION**

[State Board of Education - Legislation Status Report](#)

Accountability	
AB 8 Daucher A-01/23/2003	<p>Summary: Existing law establishes various school improvement programs to increase pupil performance in elementary, middle, and high schools. This bill would require the Superintendent of Public Instruction to establish a 3-year pilot program entitled the "County Achievement Team Pilot Program" to be administered by the Riverside County Office of Education. The bill would require the Superintendent of Public Instruction to direct the Riverside Office of Education to convene an achievement team with members chosen from specified fields for the purpose of auditing participating schools in Riverside County. The bill would require each achievement team to collaborate with its participating school to develop an action plan to increase school performance. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-From committee: Do pass, and re-refer to Com. on APPR. Re-referred. (Ayes 7. Noes 0.) (March 5).</p>
AB 96 Bermudez I-01/08/2003	<p>Summary: Existing law provides for the development of the Academic Performance Index (API), a statewide ranking system to measure school performance. Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to rank all public schools in decile categories by grade level of instruction provided, based on their pupils' API results. Various provisions of existing law designate a school as a "low-performing" school, based on its decile rank. This bill would, instead, designate those schools as "high-priority" schools.</p> <p>Status: 03/20/2003-Referred to Com. on ED.</p>
AB 165 Chan I-01/22/2003	<p>Summary: Existing law, the Classroom Instructional Improvement and Accountability Act, requires each school district that maintains an elementary or secondary school to develop and implement a School Accountability Report Card, as prescribed. The act prohibits any change to its provision, except to further its purpose by a bill passed by a vote of 2/3 of the Legislature and signed by the Governor. This bill would require each school district to include within the School Accountability Report Card information regarding the availability of credentialed school nurses, and would declare that its provisions further the purposes of the act. By requiring each school district to include this additional information within the School Accountability Report Card, this bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/12/2003-From committee: Do pass, and re-refer to Com. on APPR. with recommendation: To Consent Calendar. Re-referred. (Ayes 11. Noes 0.) (March 5).</p>
AB 1485 Firebaugh I-02/21/2003	<p>Summary: Existing law, the English Learner and Immigrant Pupil Federal Conformity Act, requires a local educational agency to provide instructional services to limited-English-proficient pupils and immigrant pupils in conformity with the No Child Left Behind Act of 2001. This bill would declare the intent of the Legislature to require the State Board of Education to comply fully with federal law and ensure that the educational needs and rights of English learners are addressed fully in the accountability plan submitted by the state to the federal government for purposes of the federal No Child Left Behind Act of 2001. This bill contains other related provisions.</p> <p>Status: 02/24/2003-Read first time.</p>
SB 575 Poochigian I-02/20/2003	<p>Summary: Existing law, the Classroom Instructional Improvement and Accountability Act, requires the school accountability report card to provide data by which parents may make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children and requires certain information regarding school conditions to be included in this report card. Existing law provides that the Classroom Instructional Improvement and Accountability Act may be amended only to further the purposes of the act and by a bill passed by a 2/3 vote of the Legislature. This bill would impose a state-mandated local program by requiring a school district to ensure that all parents and guardians receive a copy of the school accountability report card or a summary of the report card that includes the information required by the federal No Child Left Behind Act of 2001. The bill would state that the Legislature finds and declares that the bill furthers the purposes of the Classroom Instructional Improvement and Accountability Act. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-To Com. on ED.</p>
Assessment & Standards	
AB 36 Wyland A-02/24/2003	<p>Summary: Existing law requires each school district, charter school, and county office of education to administer to each of its pupils in grades 2 to 11, inclusive, designated achievement tests. This bill would encourage the governing board of a school district to discuss STAR test scores and to analyze the results of those assessments. The bill would authorize the governing board of a school district with a school not meeting a certain specified standard to adopt an improved performance plan. This bill contains other existing laws.</p> <p>Status: 03/20/2003-Referred to Com. on ED.</p>
AB 356 Hancock A-03/17/2003	<p>Summary: Existing law establishes the Public Schools Accountability Act of 1999, which consists of the Academic Performance Index, the Immediate Intervention/Underperforming Schools Program, and the Governor's High Achieving/Improving Schools Program. Under the act, schools receive awards for high achievement and improvement and sanctions for continued low performance. This bill would delete the rewards and sanctions provisions from the act and would make conforming changes. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/20/2003-From committee: Do pass, and re-refer to Com. on APPR. Re-referred. (Ayes 7. Noes 1.) (March 19).</p>

Assessment & Standards (continued)	
AB 497 Wyland I-02/14/2003	<p>Summary: Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop a high school exit examination in English language arts and mathematics that is aligned with the statewide academically rigorous content standards. Existing law establishes the High School Exit Examination Standards Panel to assist in the design and composition of the exit examination to ensure that it is aligned with the statewide academically rigorous content standards. Existing law requires the examination to be field tested prior to implementation to ensure that it is free from bias and that its content is valid and reliable. Existing law sets forth additional requirements for the administration of the examination, including the administration of the examination to pupils with exceptional needs. This bill would require the superintendent with the approval of the State Board of Education, by October 1, 2005, to involve a component in American government and history in the existing high school exit examination. The bill would require this new examination component to be submitted to the High School Exit Examination Standards Panel for review of the design and composition to ensure that it is aligned with the statewide academically rigorous content standards. The bill would require this new examination component to be field tested to ensure that it is free from bias and that its content is valid and reliable. The bill would subject the modified exit examination, with the component in American government and history, to the existing examination administration requirements.</p> <p>Status: 02/24/2003-Referred to Com. on ED.</p>
AB 511 Diaz I-02/18/2003	<p>Summary: Existing law requires the Superintendent of Public Instruction to design and implement a statewide pupil assessment program that includes, among other things, statewide academically rigorous content and performance standards that reflect the knowledge and skills that pupils will need in order to succeed in the information-based, global economy of the 21st century. This bill would require the superintendent and the State Board of Education, not later than July 1, 2004, to recommend to the Legislature a framework for assessing information and communications technologies literacy in kindergarten and grades 1 to 12, inclusive. The bill would require the recommendations to include an implementation strategy that would include a plan that would allow the information and communications technologies assessments to be included within existing pupil testing frameworks.</p> <p>Status: 02/27/2003-Referred to Com. on ED.</p>
AB 1419 Hancock I-02/21/2003	<p>Summary: Existing law, the Standardized Testing and Reporting Program, requires that each school district, charter school, and county office of education administer to each of its pupils in grades 2 to 11, inclusive, a designated achievement test and a standards-based achievement test. Existing law authorizes a school district to allow a pupil of limited English proficiency to take a second achievement test in his or her primary language, and requires the State Board of Education to designate a single primary language test in each language for which a test is available. This bill would exclude pupils in grade 2 from this testing requirement and make conforming changes. The bill would require the State Board of Education, to develop and adopt, by February 1, 2007, an achievement test in the most common primary language of pupils enrolled in the public schools in the 2001-02 school year other than English, and would upon adoption of the test authorize pupils with that primary language to take the test in that language in lieu of taking the test in English.</p> <p>Status: 03/06/2003-Referred to Com. on ED.</p>
AB 1670 Kehoe I-02/21/2003	<p>Summary: Existing law requires, commencing with the 2003-04 school year, each pupil completing grade 12 to successfully pass the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school. Existing law prohibits the administration of a high school exit examination to a pupil who did not receive adequate notice regarding the examination and defines adequate notice for this purpose. This bill would deem an adult education student to have received "adequate notice" at the time of enrollment in an adult education program leading to a high school diploma. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/10/2003-Referred to Com. on ED.</p>
SB 192 Scott I-02/12/2003	<p>Summary: Existing law establishes the Golden State Examination Program to administer the Golden State Examination to pupils enrolled in public high schools to measure advanced pupil achievement on the academically rigorous content standards adopted by the State Board of Education and requires the examination to be administered in augmentation of standards-based achievement tests. This bill would repeal this program and make related conforming changes.</p> <p>Status: 02/25/2003-To Com. on ED.</p>
SB 241 Knight I-02/14/2003	<p>Summary: Existing law establishes the Golden State Examination Program to administer the Golden State Examination to pupils enrolled in public high schools to measure advanced pupil achievement on the academically rigorous content standards adopted by the State Board of Education and requires the examination to be administered in augmentation of standards-based achievement tests. This bill would repeal this program and make related conforming changes.</p> <p>Status: 02/25/2003-To Com. on ED.</p>
Assessment & Standards (continued)	

<p>SB 373 Margett A-03/24/2003</p>	<p>Summary: Existing law requires the Superintendent of Public Instruction, by July 1, 1999, with approval of the State Board of Education , to develop an Academic Performance Index (API) to measure the performance of schools and to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. Under existing law, only schools with 100 or more test scores contributing to the API may be included in the rankings. This bill would provide that a school that has an Academic Performance Index ranking and, within 2 of the 3 preceding years, demonstrates comparable improvement in academic achievement by numerically significant socioeconomic disadvantaged subgroups within the school and receives a score of 800 or more on the API is exempt from the coordinated review process, except as specified, and is exempt from any requirement to purchase state-adopted instructional materials . The bill would require the superintendent to establish procedures as necessary to carry out the purposes of the bill.</p> <p>Status: 03/24/2003-From committee with author's amendments. Read second time. Amended. Re-referred to committee.</p>
<p>SB 471 Vasconcellos I-02/20/2003</p>	<p>Summary: Existing law repeals the Leroy Greene California Assessment of Academic Achievement Act on January 1, 2005, states the intent of the Legislature regarding this testing program and makes findings and declarations regarding the program. The existing act requires a school district to conduct a testing program in accordance with rules and regulations of the State Board of Education. This bill would extend the date of that repeal to January 1, 2007. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-To Com. on ED.</p>
<p>SB 495 Vasconcellos I-02/20/2003</p>	<p>Summary: Existing law establishes the Public Schools Accountability Act of 1999 which consists of the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program, the High Priority Schools Grant Program for Low Performing Schools, and the High Achieving/Improving Schools Program. The API measures the performance of schools and the academic performance of pupils and consists of a variety of indicators. This bill would state the intent of the Legislature to establish an Opportunity to Learn Index (OTL) as part of the Public School Performance Accountability Program to measure the opportunity for pupil learning as evidenced by pupil access to high-quality learning resources, conditions, and opportunities, based on standards that specify what all schools should have available for instruction and support. This bill contains other related provisions.</p> <p>Status: 03/06/2003-To Com. on ED.</p>
<p>SB 687 Cedillo I-02/21/2003</p>	<p>Summary: Existing law establishes the Governor's Scholars Programs under the administration of the Scholarshare Investment Board, which was established pursuant to the Golden State Scholarshare Trust Act. One of the Governor's Scholars Programs is known as the Governor's Distinguished Mathematics and Science Scholars Program, under which a pupil may receive a scholarship for demonstrating specified high academic achievement in mathematics and the sciences. Among other things, the Governor's Distinguished Mathematics and Science Scholars Program requires that a pupil earn an award under the Governor's Scholars Program to be eligible. This bill would revise the provision establishing the Governor's Distinguished Mathematics and Science Scholars Program by making various technical and conforming changes.</p> <p>Status: 03/06/2003-To Com. on ED.</p>
<p>SCR 5 Scott I-01/23/2003</p>	<p>Summary: This measure would declare the Legislature's acknowledgment and support of standards-based instruction in the visual and performing arts in all California public schools, prekindergarten through grade 12, inclusive.</p> <p>Status: 03/24/2003-In Assembly. Held at Desk.</p>
<p>Charter Schools</p>	
<p>AB 604 Dymally I-02/19/2003</p>	<p>Summary: Existing law, the Charter Schools Act of 1992, allows for the establishment of charter schools that operate independently from the existing school district structure as a method of accomplishing specified goals. The act deems a charter school to be a school district for purposes of determining the manner in which warrants are drawn on the State School Fund. The act authorizes a charter school to receive the state aid portion of the charter school's total general-purpose entitlement and categorical block grant directly or though the local educational agency that either grants its charter or was designated by the State Board of Education. This bill would, notwithstanding those provisions, require in the case of a charter school that operates schools at multiple sites, that the charter school receive its funding directly from the county superintendent of schools of the county in which the local educational agency that approved the charter, or was designated by the state board, is located. The bill would authorize the county superintendent of schools to establish appropriate accounts in the county treasury for the charter school and each of its schoolsites, and would prescribe the manner of deposit. The bill would impose a state-mandated local program to the extent that it imposes new duties on the county superintendent of schools. This bill contains other related provisions and other existing laws.</p> <p>Status: 02/27/2003-Referred to Com. on ED.</p>
<p>Charter Schools (continued)</p>	

<p>AB 1129 Goldberg I-02/21/2003</p>	<p>Summary: Existing law establishes the High Priority Schools Grant Program for Low Performing Schools within the Public Schools Accountability Act of 1999, which requires the Superintendent of Public Instruction to invite schools ranked in the 5 lowest deciles of the Academic Performance Index (API) to participate in the Immediate Intervention/Underperforming Schools Program (IIUSP) and the High Priority Schools Grant Program for Low Performing Schools. Under existing law, participating schools receive a specified amount of funds per pupil, and are required to develop and submit an action plan and report certain information regarding the progress of the school toward achieving specified goals annually to the Superintendent of Public Instruction. This bill would establish the low performing schools charter program. The bill would authorize schools ranked in the 2 lowest deciles of the API to operate and be funded as a charter school, as specified, as an alternative to receiving funding under the IIUSP and High Priority Schools Grant Program for Low Performing Schools. This bill contains other existing laws.</p> <p>Status: 03/06/2003-Referred to Com. on ED.</p>
<p>AB 1137 Reyes I-02/21/2003</p>	<p>Summary: The Charter Schools Act of 1992 permits teachers, parents, pupils, and community members to petition the governing board of a school district to approve a charter school to operate independently from the existing school district structure as a method of accomplishing, among other things, improved pupil learning. This bill would authorize the governing board of a school district to elect not to be a chartering authority. If the governing board of a school district makes this election, the bill would require the State Board of Education and the Superintendent of Public Instruction to enter into an agreement with an entity to act as the charting authority in that school district. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-Referred to Com. on ED.</p>
<p>AB 1307 Haynes A-03/25/2003</p>	<p>Summary: The existing Charter Schools Act of 1992 permits teachers, parents, pupils, and community members to petition the governing board of a school district to approve a charter school to operate independently from the existing school district structure as a method of accomplishing, among other things, improved pupil learning. This bill would, notwithstanding any other provision of law, authorize nonprofit charitable organizations, a county board of education, a county chief executive officer, the chancellor of a campus of the University of California, the president of a campus of the California State University, the governing board of a community college district, or the governing body of a public or private college or university to approve a petition submitted to establish a charter school within the county in which that entity is located or person administers a campus. The bill would, in addition, authorize the State Board of Education to approve a petition submitted directly to the board to establish a charter school. The bill would, in addition, authorize the mayor of a city having a population of 250,000, or more, to approve a petition submitted to establish a charter school within that city. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/26/2003-Re-referred to Com. on HIGHER ED.</p>
<p>SB 979 Ducheny I-02/21/2003</p>	<p>Summary: The Charter Schools Act of 1992 provides that average daily attendance may not be generated by a pupil over 19 years of age who is not continuously enrolled in public school and make satisfactory progress toward a high school diploma, with certain specified exceptions. This bill would authorize the State Board of Education to grant a renewable exemption from that provision to a charter school, upon petition, for a term of up to five years.</p> <p>Status: 03/13/2003-To Com. on ED.</p>
<p>Curriculum & Instructional Materials</p>	
<p>AB 12 Goldberg A-03/24/2003</p>	<p>Summary: Existing law authorizes the governing boards of school districts to adopt instructional materials for use in school districts. This bill would require each governing board, when adopting materials in specified subject matters, including English language development and primary language instruction, to adopt those materials in a manner that will provide each pupil with materials appropriate for his or her reading level. By requiring the governing board of a school district to adopt materials in this manner, this bill imposes a state-mandated local program. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/25/2003-Re-referred to Com. on ED.</p>
<p>AB 195 Chan A-03/12/2003</p>	<p>Summary: Existing law requires the Department of Education to prepare and distribute to school districts guidelines for the preparation of comprehensive health education plans and programs. Existing law defines a comprehensive health education program as an educational program offered in kindergarten and grades 1 to 12, inclusive, that ensures that pupils receive instruction on making decisions in matters of personal, family, and community health , including, among other subjects, nutrition. This bill would specify that pupils may receive instruction on, among other topics, preventative health care. The bill would further specify that the instruction on nutrition may include instruction on related topics such as obesity and diabetes. The bill would prohibit participating entities from marketing their services when undertaking activities related to the program. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/13/2003-Re-referred to Com. on APPR.</p>
<p>Curriculum & Instructional Materials (Continued)</p>	

<p>AB 581 Chu I-02/18/2003</p>	<p>Summary: Existing law specifies the course of study for grades 7 to 12, inclusive, and requires the State Department of Education to incorporate specified materials in department publications used as curriculum resources. This bill would require a labor relations curriculum to be considered in the next cycle in which the history-social science curriculum framework and its accompanying instructional materials are adopted, and would prescribe related matters.</p> <p>Status: 02/27/2003-Referred to Com. on ED.</p>
<p>AB 642 Mullin I-02/19/2003</p>	<p>Summary: Existing law requires the State Board of Education to adopt statewide academically rigorous content standards in the core curriculum areas of reading, writing, mathematics, history/social science, and science and to adopt content standards in other areas, including visual and performing arts and English language development. Existing law also requires the State Board of Education to adopt statewide performance standards, as provided. This bill would require the State Board of Education, commencing in 2010, to conduct a periodic review of the content standards for those areas, and as part of that review, to hold regional public hearings. The bill would require the State Board of Education to adopt any changes in the content standards deemed necessary or desirable and any conforming changes to the statewide performance standards.</p> <p>Status: 02/27/2003-Referred to Com. on ED.</p>
<p>AB 707 Correa I-02/19/2003</p>	<p>Summary: Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to plan and develop a one-semester instructional program entitled consumer economics for use in schools maintaining any of grades 7 to 12, inclusive, and to make that program available to all school districts and schools with grades 7 to 12, inclusive. This bill would require the State Board of Education and the Superintendent of Public Instruction to establish, by April 1, 2004, a Personal Financial Management Curriculum Task Force that would be required to develop curriculum and educational programs for kindergarten and grades 1 to 12, inclusive, in comprehensive personal financial management.</p> <p>Status: 02/27/2003-Referred to Com. on ED.</p>
<p>AB 907 Pavley I-02/20/2003</p>	<p>Summary: Existing law requires the State Board of Education to adopt statewide academically rigorous content standards and performance standards in the core curriculum areas of reading, writing, mathematics, history/social science, and science. This bill would require the State Board of Education to revise the academic content standards and performance standards for language arts, history/social science, and science to incorporate environmental education content and performance standards, as provided. The bill would require the revisions to occur within the timeframes and procedures set forth in the State Department of Education's schedule for curriculum framework development and adoption of instructional resources.</p> <p>Status: 03/06/2003-Referred to Com. on ED.</p>
<p>AB 921 Firebaugh I-02/20/2003</p>	<p>Summary: Existing law requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, inclusive, in language arts, mathematics, science, social science, bilingual or bicultural subjects, and any other subject, discipline or interdisciplinary areas for which the state board determines the adoption of instructional materials to be necessary or desirable. This bill would require the State Board of Education to consider the cost of the instructional materials, per pupil, in selecting the instructional materials for adoption, as specified.</p> <p>Status: 03/03/2003-Referred to Com. on ED.</p>
<p>AB 1016 Canciamilla I-02/20/2003</p>	<p>Summary: Existing law designates and sets aside John Muir Day as a day of special significance and encourages public schools and educational institutions to observe that day and to conduct suitable exercises commemorating that day, as specified. This bill would authorize the State Board of Education to adopt a model curriculum guide for the exercises and instruction related to John Muir Day.</p> <p>Status: 03/03/2003-Referred to Com. on ED.</p>
<p>AB 1021 Yee I-02/20/2003</p>	<p>Summary: Existing law requires the State Department of Education to incorporate into prescribed materials, frameworks on history and social science that deal with civil rights, human rights violations, genocide, slavery, and the Holocaust, and encourages all state and local professional development activities to provide teachers with content background and resources to assist in teaching about civil rights, human rights violations, genocide, slavery, and the Holocaust. This bill would require that other historical atrocities be incorporated by the department into prescribed materials and be included in the next cycle in which the history/social science curriculum framework and the accompanying instructional materials are adopted.</p> <p>Status: 03/03/2003-Referred to Com. on ED.</p>
<p>Curriculum & Instructional Materials (Continued)</p>	

<p>SB 5 Karnette A-03/20/2003</p>	<p>Summary: Existing law requires the Superintendent of Public Instruction to design and implement a program that includes statewide academically rigorous content and performance standards, as specified. Existing law establishes deadlines by which the State Board of Education must adopt statewide academically rigorous content standards in the areas of reading, writing, mathematics, history/social science, science, physical education, and visual and performing arts . This bill would require the State Department of Education, on or before January 1, 2006, to adopt content standards for teaching foreign languages in kindergarten and grades 1 to 12, inclusive, pursuant to recommendations developed by the Superintendent of Public Instruction. The bill would authorize school districts to use the content standards to develop language programs and would require the department, upon the adoption of the standards , to provide publishers of instructional materials with an outline of foreign language content expectations.</p> <p>Status: 03/20/2003-From committee with author's amendments. Read second time. Amended. Re-referred to committee.</p>
<p>SB 383 Alarcon A-03/26/2003</p>	<p>Summary: Existing law requires the Superintendent of Public Instruction to assist all school districts to ensure that all public high school pupils have access to a core curriculum that meets the admission requirements of the University of California and the California State University. Existing law requires the California State University, and requests the University of California to establish a model uniform set of academic standards for high school courses, including career technical courses, for the purposes of recognition for admission to the California State University and the University of California. This bill would establish a Postsecondary Readiness Commission to be appointed by the Secretary for Education, and composed of representatives from the University of California, the California State University, the California Community Colleges, private colleges and universities, the State Department of Education, the State Board of Education , teachers, including vocational education and career technology teachers, counselors, parents, students , the Director of Industrial Relations, the California Workforce Investment Board, and the Office of the Secretary for Education . The bill would require the commission to determine a model postsecondary readiness curriculum for public high schools. The bill would require the commission to advise the Governor, the Legislature, and the State Board of Education on the model postsecondary readiness curriculum for public high schools. The bill would authorize the commission to apply for and accept grants and receive gifts, donations, and other financial support from public or private sources. The provisions of the bill would, pursuant to existing provisions of law, only be applicable to the University of California if the Regents of the University of California adopt a resolution to make them applicable.</p> <p>Status: 03/26/2003-From committee with author's amendments. Read second time. Amended. Re-referred to committee.</p>
<p>SB 550 Vasconcellos I-02/20/2003</p>	<p>Summary: Existing law requires the Superintendent of Public Instruction to development standards for the implementation of quality child care and develop programs. Existing law requires the State Department of Education to develop prekindergarten learning development guidelines that identify appropriate developmental milestones, basic beginning skills needed to prepare children for kindergarten or first grade, and methods of teaching these basic skills. Existing law requires the guidelines to be articulated with the academic content and performance standards adopted by the State Board of Education for kindergarten and grades 1 to 12, inclusive. This bill would require the State Board of Education to develop developmentally appropriate guidelines, standards, and curricula for preschool and early childhood education and to align them to the state-adopted academic content and performance standards for kindergarten and grades 1 to 3, inclusive. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-To Com. on ED.</p>
<p>Ed. Technology</p>	
<p>AB 294 Daucher A-03/25/2003</p>	<p>Summary: Existing law requires schools that provide an online asynchronous interactive curriculum, as defined, to meet certain requirements including, applying to the State Department of Education for participation in the program and limits total participation in the program to 40 schoolsites. Existing law prohibits a pupil participating in an online classroom program from being credited with more than one day of attendance per calendar day or more than 5 days per calendar week. This bill would limit the participation of a pupil in an online course from qualifying for more average daily attendance than for an equivalent course taught in a traditional setting. The bill would require a school district to maintain records of pupil academic performance in online classroom programs and to submit that information to the State Department of Education. The bill would require the State Department of Education to clearly describe in the application form the academic performance information required to be submitted. The bill would require the Superintendent of Public Instruction to convene a working group to assess the online classroom pilot project and the fiscal costs of offering instruction through online classroom programs.</p> <p>Status: 03/26/2003-Re-referred to Com. on APPR.</p>
<p>Governance</p>	

State Board of Education - Legislation Status Report

4/3/2003

<p>AB 86 Daucher A-02/24/2003</p>	<p>Summary: Existing law provides for the establishment of charter schools and for the conversion of all the schools in a district to charter schools. Existing law exempts charter schools from many of the laws governing school districts. This bill would authorize a school district or county office of education to become a home rule school district or county office of education, as appropriate, if specified conditions are met. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/05/2003-In committee: Set, first hearing. Hearing canceled at the request of author.</p>
<p>AB 858 Goldberg I-02/20/2003</p>	<p>Summary: Existing provisions of the Education Code relate to the prohibition of discrimination in the provision of educational services by elementary and secondary schools. This bill would establish the Jerry Ballesteros Act, which would prohibit public schools from using certain specified terms as a school or athletic team name, mascot, or nickname. The bill would provide that the act does not apply to a school or campus if certain conditions regarding prior expenditures on uniforms and other materials are met, as specified. The bill would, in addition, provide that the act does not apply to certain schools located within "Indian country," as defined, provided certain conditions are met. The bill would also provide that this prohibition may not be waived by the State Board of Education. To the extent that this prohibition would impose additional duties on schools, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/03/2003-Referred to Com. on ED.</p>
<p>AB 1197 Wiggins I-02/21/2003</p>	<p>Summary: Existing law, the Political Reform Act of 1974, prohibits an elected state officer, elected officer of a local government agency, and other specified public officers from accepting gifts from any single source in any calendar year with a total value of more than \$250. This bill would prohibit a public school employee or an appointed or elected school official, as defined, or a member of his or her immediate family from accepting or receiving any gift, money, gratuity, in-kind service, or other personal or professional benefit, indirect or direct, from an individual, vendor, company, corporation, or other entity seeking the sale, adoption, or recommendation of goods or services for use by a public school or a government entity that administers a public school. The bill would also prohibit an individual, vendor, company, corporation, or other entity from making or giving that gift, money, gratuity, in-kind service, or other personal or professional benefit. The bill would make the violation of the bill's prohibitions a misdemeanor and would prescribe penalties, including a fine of not less than \$5,000, revocation of a teaching or services credential, if any, and removal from office, as provided. By creating new crimes, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/17/2003-Referred to Com. on ED.</p>
<p>AB 1209 Nakano I-02/21/2003</p>	<p>Summary: The Bagley-Keene Open Meeting Act, until January 1, 2006, authorizes a state body to hold closed sessions to consider matters posing a threat or potential threat of criminal or terrorist activity against the personnel, property, buildings, facilities, or equipment, including electronic data, owned, leased, or controlled by the state body, subject to specified conditions. This bill instead would authorize a state body to hold closed sessions to consider matters posing a threat or potential threat of criminal or terrorist activity against the public, including, but not limited to, personnel, property, buildings, facilities, or equipment, including electronic data, owned, leased, under the jurisdiction of, or controlled by the state body, subject to these conditions. It would delete the repeal date of these provisions, thus making the authorization permanent.</p> <p>Status: 03/06/2003-Referred to Com. on G.O.</p>
<p>AB 1259 Yee I-02/21/2003</p>	<p>Summary: Existing law provides for the State Board of Education, comprised of 10 members who are appointed by the Governor with the advice and consent of 2/3 of the Senate. This bill would state the intent of the Legislature that the Governor appoint members to the board who are drawn from and represent distinct geographical regions of the state. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-Referred to Com. on ED.</p>
<p>ABX1 1 Daucher A-02/19/2003</p>	<p>Summary: Existing law provides for the establishment of charter schools and for the conversion of all the schools in a district to charter schools. Existing law exempts charter schools from many of the laws governing school districts. This bill would authorize a school district or county office of education, until June 30, 2005, to become a home rule school district or county office of education, as appropriate, if specified conditions are met. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/10/2003-In committee: Set, first hearing. Failed passage.</p>
<p>SB 6 Alpert I-12/02/2002</p>	<p>Summary: Existing law provides for a county superintendent of schools in each county to, among other things, superintend the schools in his or her county, maintain responsibility for fiscal oversight of school districts, and enforce the course of study. This bill would impose a state-mandated local program by requiring each county superintendent of schools to perform additional duties relating to education services, professional development, parental grievances, fiscal oversight, technology access, and facility compliance. This bill contains other related provisions and other existing laws.</p> <p>Status: 01/08/2003-To Com. on ED.</p>
<p>Special Education</p>	

State Board of Education - Legislation Status Report

4/3/2003

AB 615 Bates I-02/19/2003	<p>Summary: Existing law requires the State Board of Education, upon recommendation of the Superintendent of Public Instruction or the members of the State Board of Education, to appoint 5 public members to the Advisory Commission on Special Education. This bill would require the board to select one of those members from the charter school community.</p> <p>Status: 03/24/2003-Hearing postponed by committee. (Refers to 4/2/2003 hearing)</p>
AB 1337 Daucher I-02/21/2003	<p>Summary: Existing law sets forth a method for providing special education and related services to pupils with exceptional needs. Existing law also permits, under certain circumstances, contracts to be entered for the provision of those services by nonpublic, nonsectarian schools or agencies, as defined. Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified as meeting specified standards. Existing law sets forth the certification process and procedures for the nonpublic, nonsectarian schools or agencies that seek certification. This bill would also authorize a school district, county office of education, or special education local plan area to seek certification. The bill, in addition, would make related changes. This bill contains other related provisions and other existing laws.</p> <p>Status: 03/06/2003-Referred to Com. on ED.</p>
ACR 66 Pavley I-03/19/2003	<p>Summary: This measure would urge the State Board of Education to delay the high school exit examination until issues are resolved regarding appropriate testing methods for pupils with disabilities. The measure would also encourage the State Department of Education to develop, and the State Board of Education to adopt, guidelines regarding the method and content of alternate assessments to the high school exit examination for pupils with disabilities who cannot participate in the examination and for whom accommodations or modifications are not appropriate.</p> <p>Status: 03/20/2003-From printer.</p>
Supplemental Instruction	
AB 905 Hancock I-02/20/2003	<p>Summary: Existing law establishes the After School Learning and Safe Neighborhoods Partnership Program to create incentives for establishing local after school enrichment programs and establishes maximum grant amounts for participating schools. Existing law provides that the grants be awarded as an annual reimbursement, as specified. This bill would require the State Board of Education to select 3 grant recipients from specified areas to participate in a pilot program for the purpose of comparing program funding approaches. The bill would require the department to annually review the alternative funding program and to report to the Legislature regarding its findings and recommendations.</p> <p>Status: 03/03/2003-Referred to Com. on ED.</p>
Teachers & Credentialing	
AB 1650 Simitian I-02/21/2003	<p>Summary: Existing law establishes various grant programs aimed at promoting the development of teachers in specific areas. This bill would consolidate the funding for many of those programs and would establish the Teacher Support and Development Act of 2003 to provide flexible professional development block grants to school districts. The bill would require the Superintendent of Public Instruction to annually award the block grants from funding provided in the annual Budget Act. The bill would provide for the block grant amounts to be calculated according to a specified formula and would require a school district to demonstrate that its staff development programs meet specified criteria prior to receiving a block grant. This bill contains other related provisions.</p> <p>Status: 03/24/2003-Referred to Com. on ED.</p>



APRIL 2003 AGENDA

SUBJECT: Title 5 Regulations on Administration of Medication to Pupils at Public Schools.	<input type="checkbox"/> ACTION
	<input checked="" type="checkbox"/> INFORMATION
	<input type="checkbox"/> PUBLIC HEARING

RECOMMENDATION:

Information only. Purpose of item is to inform the State Board that the current rule-making process has been withdrawn, and to give notice that a new rule-making process will be commenced with the submission of an agenda for that purpose at the May 2003 meeting.

Summary of Previous State Board of Education Discussion and Action.

At the November 2002 meeting, the State Board determined to commence the formal rule-making process for regulations relating to the administration of medication (and the providing of assistance with administration of medication) to pupils. The 45-day (minimum) public review period for the original set of proposed regulations culminated in a public hearing held at the February 2003 meeting, at which time the State Board approved a set of amendments to the original proposal to be sent out for 15-day public review. Since that time, staff have collected and analyzed all comments and met with representatives of the Board of Registered Nursing and the state Department of Finance. A second set of amendments was prepared, but staff were advised that the second set of amendments was so extensive as to necessitate withdrawal of the existing rule-making effort and beginning anew.

Summary of Key Issue(s).

Among the key issues relating to regulations are (1) the extent of legal authorization for individuals who do not possess professional health care licenses to administer medication (or provide assistance with the administration of medication) to pupils and (2) at what point(s) the regulations would create a state-mandated local program and, thus, become unapprovable because no reimbursement for the mandate has been funded.

Fiscal Analysis (as appropriate).

These regulations may not establish a state-mandated local program.

Background Information attached to this Agenda Item.

NOTICE OF DECISION NOT TO PROCEED.



JACK O'CONNELL
State Superintendent of Public Instruction

CALIFORNIA
OF
EDUCATION

1430 N Street
P. O. Box 944272
Sacramento, CA
95814-5901

Title 5. EDUCATION

California State Board of Education

NOTICE OF DECISION NOT TO PROCEED

Pursuant to Government Code section 11347, the California State Board of Education (State Board) has been advised not to proceed with Title 5, Division 1, Chapter 2, Subchapter 3, Sections 600 - 612, Chapter 4, Subchapter 3, Administration of Medication to Pupils at School, (Notice File No. Z02-1121-02, published December 6, 2002, in the California Regulatory Notice Register 2002, No. 49-Z, page 2285), because, based on comments received, necessary revisions to the original proposal are too extensive to qualify as amendments. Therefore, this proposed action is withdrawn from further consideration.

The State Board will initiate at a later date, with notice as required by law, a new proposal to adopt regulations pertaining to the same or similar subject matter. The California Department of Education will also publish this Notice of Decision Not to Proceed on the Department's website at www.cde.ca.gov/regulations.



APRIL 2003 AGENDA

SUBJECT	X	ACTION
Approval of Local Educational Agencies (LEAs) applications for funding under The Principal Training Program (AB 75)		INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education requests State Board of Education approval of Local Education Agencies members who have submitted applications for funding under The Principal Training Program (AB 75).

The California Department of Education staff recommends that the State Board of Education approve the attached list of Local Educational Agencies by name only. Administration of funding is dependent upon further information to be provided by LEA such as names of administrator participants, and number of hours in actual training. It is feasible that initial award requests will be amended throughout the three-year funding period.

Summary of Previous State Board of Education Discussion and Action

The State Board of Education approved criteria and requirements for Principal Training Program applications at the February 6-7, 2002 meeting.

Summary of Key Issue(s)

The Principal Training Program requires the State Board of Education to approve all program applicants.

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

[Attachment 1](#) – Local Educational Agencies Recommended for State Board of Education Approval

**PRINCIPAL TRAINING PROGRAM
Local Educational Agencies Recommended
For
State Board of Education Approval
April 2003**

Applications received during the month of February 2003

LOCAL EDUCATIONAL AGENCIES	Total Number of Administrators	Total Amount of State Funding Requested
Sonoma		
Oak Grove Union Elementary	2	\$6,000.00

Total State Funds Requested for April LEA Approval: \$6,000

Total Number of LEAs Requested for April Approval: 1

Total Number of Approved Single LEAs to date: 322

Total State Funds Encumbered by Single LEAs to date: \$26,784,000

Total Number of Administrators Recommended for Program Participation: 2

Total Number of Administrators Approved to date for Program Participation: 10180



APRIL 2003 AGENDA

SUBJECT: AB 75 Principal Training Program (Chapter 697, Statutes of 2001): Including, but not Limited to, Modifications and Clarifications of Criteria and Guidelines for Provider Applicants and Local Education Agencies	<input checked="" type="checkbox"/> ACTION
	<input checked="" type="checkbox"/> INFORMATION
	<input type="checkbox"/> PUBLIC HEARING

RECOMMENDATION:

Approve the proposed modifications and clarifications of AB 75 criteria and guidelines for training providers and local education agencies.

Summary of Previous State Board of Education Discussion and Action.

At the February 2003 meeting, the Board directed staff to review the AB 75 criteria and guidelines with special attention to the Module 1, and, if necessary, make recommendations for modifications to the criteria and guidelines.

Summary of Key Issue(s).

The Principal Training Program (AB 75) was established to train 15,000 site administrators in specified subject areas. Site administrators receive 80 hours of instruction and 80 hours of individualized support in three areas (modules) from State Board-approved training providers. Approval of the training providers is based on criteria established by the State Board in February 2002.

These criteria also provide guidance to provider applicants seeking approval to be State Board-approved AB 75 training providers. The goal of Module 1 training (Leadership and Support of Student Instructional Programs) is to prepare principals and vice principals to lead their schools through powerful academic improvements that produce improved student achievement and school success.

Fiscal Analysis (as appropriate).

N/A

Background Information Attached to this Agenda Item.

Proposed modifications and clarifications to the AB 75 criteria and guidelines will be included in the supplemental mailing.

CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Room 5111
P.O. Box 944272
Sacramento, CA 94244-2720
916-319-0827



April 3, 2003

TO: Members, State Board of Education

FR: Deborah Franklin, Education Policy Consultant

RE: Item 23, AB 75 Principal Training Program (Chapter 697, Statutes of 2001): Including, but not Limited to, Modifications and Clarifications of Criteria and Guidelines for Provider Applicants and Local Education Agencies

At its February 2003, the State Board directed staff to review of the current State Board-adopted criteria and guidelines for AB 75 providers to ascertain whether additional guidance for applicants is necessary to clarify the requirements for congruency and consistency with AB 466 professional development and sufficiency of focus on the adopted instructional materials. Department staff and other stakeholders were to assist in the review. Since that time, with the assistance of staff in the Professional Development Unit, Board staff reviewed the criteria and determined that modifications and clarification were necessary.

The Board and Department staff workgroup developed a draft of proposed modifications and clarifications that was sent to all current AB 75 providers and the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents Educational Services Association (CCSESA) for their review and comment. CCSESA staff also reviewed the workgroup's draft document. The workgroup made substantive changes in response to the comments and concerns it received. The attached proposed modifications and clarifications reflect those changes.

The proposed modifications and clarifications are in two areas: (1) the guidelines and requirements for all training provider applications and (2) the specific training curriculum requirements for Module 1, the portion of the training that focuses on instructional leadership and support of student instructional programs. The guidelines and requirements for all training provider applications were modified to emphasize AB 75's congruency and consistency with AB 466 and to clarify the expectations for qualifications and expertise of those providing the training. The Module 1 modifications strengthen the focus on the adopted instructional materials by requiring a specific number of hours of instructional on the components of the Module 1 training curriculum. In addition, the requirements for training for high school level administrators were modified to further differentiate it from both the middle and elementary school level training.

The proposed modifications and clarifications will strengthen the training provided to school site administrators under the AB 75 Principal Training Program. A recommendation for State Board action follows.

RECOMMENDATION:

Board staff recommends that the State Board

1. Approve the proposed modifications and clarifications to the AB 75 Criteria and Guidelines as presented by staff, including any modifications to other sections of the Criteria and Guidelines that may be necessary to be consistent with these proposed modifications and clarifications.
2. Authorize the Executive Director to approve the final version of the amended AB 75 Criteria and Guidelines to be posted on the AB 75 web site as guidance for provider applicants.
3. Direct that AB 75 provider applications that were provisionally approved in February 2003 and all future applications be reviewed under the modified AB 75 Criteria and Guidelines.

Attachments:

[Section III](#) Guidelines and Requirements for All Training Provider Applications

[Section IV](#) Curriculum Guidelines and Criteria for Elementary School Level and Middle School Level

[Section IV](#) Curriculum Guidelines and Criteria for High School Level

Section III – Guidelines and Requirements for All Training Providers Applications

If the provider(s) develops and proposes a well-designed Principal Training Program that successfully meets or exceeds the overall criteria, as well as the criteria for each Module for which approval is sought, they will be approved as an AB 75 training provider. The ultimate goal is to develop principals who can establish sound and clear instructional goals, who can collaboratively develop data-driven decisions, and be knowledgeable about academic content and effective instructional strategies, and who have the skills to lead a school through powerful academic instructional program change.

All provider applications are to include: a program description; a comprehensive curriculum package; evidence of quality trainers; description of training methods and delivery, evaluation assurances and delivery; and a statement about proprietary rights.

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
<p>A. Program Description</p>	<ul style="list-style-type: none"> • One copy of completed application form. • A brief introduction identifying the module(s) that are being submitted and any clarification, if necessary, of proprietary rights. Local board adopted programs (from the SBE adopted program(s) list for K-8 only) and materials that are included in Module 1 must be listed and identified by program name, publisher and grade-level. • A description of how the program will provide intensive and ongoing, professional development in the AB 75 Content areas, both as part of the Institute and Follow-up Practicum Services. • A description of how the provider will collaborate with and support LEAs to ensure training is congruent and consistent with current teacher professional development efforts in districts and schools and is linked to the intent and focus of AB 75 and, for Module 1 applications, with AB 466. • For Module 1, a statement of assurance that training will focus on local board adopted programs (from the SBE adopted programs list (K-8)) and materials appropriate to the needs of participants in a class. Module 1 shall cover one program for elementary level (English/language arts OR mathematics); two programs for middle grades (English/language arts AND mathematics); and no more than two core subject areas for high school level with either English/language arts or mathematics for one of the core subject areas. Reading/English /Language Arts intervention programs on the SBE adopted programs list may be used for all school levels. • For Module 1, a description of how the curriculum will be directly linked, congruent and consistent with AB 466 professional development efforts with teachers and instructional aides or paraprofessionals in the district and other improvement efforts for low-performing and hard-to-staff schools. This applies to all districts regardless of participation in AB 466 training. <p>Module 1: Elementary and Middle School Levels</p> <ul style="list-style-type: none"> • A minimum of 34 hours of Module 1 Institute must cover the local board adopted program (from the SBE adopted programs list (K-8)) for the elementary and middle school levels including their embedded standards, linkages to the curriculum frameworks, and the content, concepts, instructional strategies, and assessments. <p>Module 1: High School Level</p> <ul style="list-style-type: none"> • A minimum of 32 hours of Module 1 Institute must cover the local board adopted program (from the locally adopted programs list (9-12)); curricular frameworks; standards, and research; content, concepts, and instructional strategies; support systems; assessment; communications and technologies. 	<ul style="list-style-type: none"> • Place Application form at beginning of application packet or binder. • The Program Description is to be written in narrative format and should be approximately five to seven pages. Applications must include detail sufficient for the reviewers to clearly understand how the program is structured, and how the provider will work with LEAs to ensure relevance and consistency with LEA professional development efforts.

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
B. Curriculum	<ul style="list-style-type: none"> • All applicants must submit a comprehensive curriculum package. The curriculum must include the trainer manual, which includes a timed agenda, lesson plans, all overheads, and citations for all instructional materials used in the training. Include hard copies of articles to clarify curriculum content. • For Module 1, ELEMENTARY AND MIDDLE SCHOOL LEVELS, the timed agenda for the Institute training curriculum must include: <ul style="list-style-type: none"> (1) Up to 4 hours for state/district vision, plan and expectations; (2) A minimum of 34 hours training on the instructional program, including the embedded standards, linkages to the curriculum frameworks, and the content, concepts, instructional strategies and assessments; (3) A minimum of 2 hours for support systems and communications and technologies. • For Module 1, HIGH SCHOOL LEVELS, the timed agenda for the Institute training curriculum must include: <ul style="list-style-type: none"> (1) Up to 8 hours for state/district vision, plan and expectations; (2) A minimum of 32 hours training on the instructional program; curricular frameworks; standards, research; content, concepts, and instructional strategies; support systems; assessment; and communications and technologies. • Written assurance that all program participants will receive a participant manual that contains the timed agenda, copies of overheads or PowerPoint presentations, listing of relevant citations and resources, and other materials that will assist the participant in successful implementation of the program content. <p>NOTE: Specific criteria for training curriculum content are found in Section IV.</p>	<ul style="list-style-type: none"> • Timed Agenda • Training Curriculum Manual • Overheads to be used • Citations for all materials to be used. • Hard copies of articles to clarify curriculum content.

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
C. Qualifications and Expertise	<p>The quality of any curricular program is enhanced by the quality and expertise of its instructors. The Principal Training Program requires all applicants to demonstrate their capacity to obtain and sustain quality instruction. State Board of Education approved training providers are responsible for maintaining and monitoring the quality of the curriculum and instruction.</p> <p>ALL APPLICATIONS MUST INCLUDE:</p> <ul style="list-style-type: none"> • Resumes and a detailed description of all lead trainers for all modules. Include documentation of relevant training provided to site administrators and a list of previous clients. • Description of how lead trainers and module instructors are certified as a member of the Principal Training Program training team including: 1) minimum qualifications required of additional personnel if added to the training team; 2) description and number of days of training provided to instructors, and 3) ongoing quality control process and professional development for instructors to ensure effectiveness of the program. • Written statement from provider assuring capacity to deliver trainings for at least three years from 2002 – 2005. <p>LEAD TRAINERS: Individuals identified by the approved provider to coordinate, implement, monitor, and evaluate the program. Lead Trainers are responsible for the quality of instruction for the program and for overseeing professional development training for Module Instructors. All Lead Trainers must meet the following qualifications:</p> <ul style="list-style-type: none"> • A California Professional Clear Administrative Services Credential and /or documented expertise and experience in the areas of focus listed in AB 75 Legislation. • Thorough knowledge and depth of understanding for AB 75 Module intent and content. • <u>Lead Trainer as sole instructor for Module 1:</u> Thorough knowledge and depth of understanding for AB 75 Module intent and content AND an in-depth understanding of English/ language arts and/or mathematics as demonstrated by: 1) An advanced degree in Curriculum Development, English/language Arts, and /or mathematics; OR 2) is an AB 466 Training Provider. <p>MODULE INSTRUCTORS: Individuals contracted by providers to conduct classes for the program. Module Instructors must meet the following qualifications:</p> <ul style="list-style-type: none"> • Documented expertise and experience in the appropriate areas of focus listed in AB 75 legislation. • Thorough knowledge and depth of understanding for AB 75 Module intent and content. • <u>Module 1 Instructors:</u> All of the Module Instructor qualifications plus thorough knowledge of one or more local board adopted program(s) on which they will provide training (from the SBE adopted programs list (K-8)) as demonstrated by documented experience as an AB 466 trainer OR evidence of completion of an appropriate AB 466 Institute training and significant experience as a content expert, coach, lead teacher or specialist. <p style="text-align: center;"> MODULE 1 MUST BE DELIVERED BY A MODULE 1 LEAD TRAINER OR BY A COMBINATION OF A LEAD TRAINER <u>AND</u> A MODULE 1 INSTRUCTOR (S) </p>	<ul style="list-style-type: none"> • Narrative • Resumes and/or detailed descriptions of qualifications of Initial Team of Lead Trainers and other pertinent personnel

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
<p style="text-align: center;">D. Training Methods and Delivery</p>	<ul style="list-style-type: none"> • Description of how the provider will collaborate with LEAS to ensure that principals and vice principals receive Institute training and a Follow-Up Practicum that is focused on local board adopted programs and appropriate to the school level and school site to which participants are assigned. • Written statement of assurance that the program has the capacity to serve the total number of participants and that the class size will not exceed 35 participants (with 1 instructor for up to 24 participants and 2 instructors for 25-35). • Estimate of the number of authorized trainers to be available in 2002-03, 2003-04, and 2004-05. • Description of any distance learning technology used for the delivery of the Institute or Follow-Up Practicum (only necessary if proposed by provider under special circumstances). • Written statement of assurance that any technology on which participants will be trained (e.g. software applications) is practical, available at the participant schools, likely to be utilized by participants, and related to the AB 75 Content Area goals. 	<ul style="list-style-type: none"> • Narrative • Statements of Assurances

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
E. Evaluation and Reporting	<ul style="list-style-type: none"> • Agree to collect and report attendance data on all participants to LEAs including: Name, School, Title; Address, and Attendance and retain back-up copies of these document. • Agree to administer Institute survey, rating quality of instructors and the content of the institute on the final day of each Module. • Agree to support the LEA in meeting CDE requirements to collect and report information needed for interim and final reports for submission to the legislature (Cit: Education Code Section 44516 (a) (b)). • For Module 3, agree to collaborate with LEA to administer state-designated technology pre- and post-assessments, to satisfy Bill and Melinda Gates Foundation Grant requirements 	<ul style="list-style-type: none"> • Statements of Assurances

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
F. Assurance of Proprietary Rights	<p>Proprietary Rights means the applicant has exclusive legal rights to the curriculum-training package submitted for approval. Applicants must include a statement of acknowledgement and acceptance of proprietary rights.</p>	<ul style="list-style-type: none"> • Statement may be included as part of the introductory letter and / or at the end of the program description narrative.

Module 1: Leadership and Support of Student Instructional Programs

AB 75 Content Areas 2, 3, and 4

If principals serve as effective instructional leaders, they will increase their overall student achievement, as measured by CAT 6, the California standards tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Specifically, the training program for AB 75 content areas 2, 3, and 4 will build skills and capacity necessary to: 1) establish and communicate state and district visions and goals for student focused instructional improvement; 2) create awareness and familiarity with state standards for all instructional team members and core subjects; 3) guide the full implementation of approved instructional program texts and materials; 4) direct and support proven staff training and professional development activities for uniform instruction and materials use; 5) manage data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices; and 6) fully utilize technology and fiscal and human resources for the purpose of student academic success.

Principals must be prepared to lead their schools through powerful academic improvement program change that produces improved student achievement and school success.

CLARIFICATION:

Approved training providers will offer training for Module 1 that addresses one of the following grade levels with focus on specific local board-adopted program(s) and materials. If participants desire training on additional programs, it is suggested that they attend additional Module 1 training sessions.

Requirements for coverage of standards-based, adopted instructional materials by school levels:

ELEMENTARY (K-5/6)	MIDDLE (6-8)	HIGH (9-12)
<p>ONE academic core content area: either reading-language arts <u>OR</u> mathematics</p> <p>Module 1 content may only address one academic core content area. This replaces the “Both Optional” language in original criteria.</p>	<p>TWO academic core content areas: English, reading-language arts (either 6-8 basic or intervention programs), and mathematics (both are required)</p>	<p>ONE or TWO academic core content area or combinations: English/reading-language arts, mathematics, history-social science, science</p> <p>One academic core area must be either English / language arts or mathematics. Intervention programs in Reading / language arts will be accepted a core academic content area.</p>

CURRICULUM GUIDELINES AND CRITERIA
AB 75 Content Areas 2, 3, and 4

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Resource Materials – All Levels	<ul style="list-style-type: none"> • Information on how to access current and relevant resource materials, including state curricular frameworks; scientific research findings on instructional practices; and other pertinent materials to supplement the training curriculum (related to content of Institute training). • Instruction on accessing and utilizing electronic resources, including: <ul style="list-style-type: none"> – Core academic standards on line (by grade level and content area). – STAR and API reports. – California Learning Resources Network (CLRN) approved supplemental electronic learning resources aligned with state academic content standards. • Full display of district-adopted instructional program materials – teacher editions (minimally those grade levels featured in the Institute). • Participant training manual that includes an approximate agenda, a majority of overheads used by the provider/instructor, a majority of materials for activities, and reference list for a majority of materials and citations used in presentations. 	<ul style="list-style-type: none"> • Acquire a set of high quality materials for the principal’s professional library to reinforce learning and be available as reference material. • Be able to access core academic standards on line, by grade level and content area. • Be able to access STAR and API data on line by district/school. • Be able to access and utilize California Learning Resources Network (CLRN) to review supplemental electronic learning resources for alignment with state academic content standards. • Be able to recognize and quickly reference adopted instructional materials. • Be able to refer to training manual and, when appropriate, be able to use materials with staff. 	<p>√</p> <p>√</p>

CURRICULUM GUIDELINES AND CRITERIA – ELEMENTARY SCHOOL LEVEL

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Elementary School Level			
Focus & Intent -- Elementary School Level	<ul style="list-style-type: none"> • Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the State Board) one of the academic core content areas of reading-language arts or mathematics (with option to cover both) with attention to critical instructional practices and strategies embedded in the adopted instructional programs. <p>Training must include:</p> <ul style="list-style-type: none"> • Up to 4 hours for state/district vision, plan and expectations; • A minimum of 34 hours training on the instructional program, including the embedded standards, linkages to the curriculum frameworks, content, concepts, instructional strategies, and assessments; • A minimum of 2 hours for support systems and communications and technologies. 	<ul style="list-style-type: none"> • Develop a working knowledge of key terms. • Understand the priority of specific components at various grade levels, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the adopted instructional programs when working with teachers. • Be able to lead, and effectively support, teachers and staff; achieve credibility as an instructional leader with teachers through familiarity with the district-adopted instructional programs. 	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Elementary School Level			
Institute Materials – Elementary School Level	<ul style="list-style-type: none"> • Teacher Guide for district-adopted instructional program for English/language arts or mathematics. • Auxiliary Teacher Guides, when appropriate (e.g. guides for extended learning for various student populations: EL, Sp.Ed., GATE). • Handouts of STAR Blueprint for the California Standards Tests, grades 2-6. • Handouts specific to participating districts and not required at time of submission for approval of training curriculum: <ul style="list-style-type: none"> – Local Board, district and school site rules and regulations that govern elementary instructional practices. – District’s current pacing/scheduling guides for adopted instructional programs. – District’s Board policy on instructional minutes for English/language arts and mathematics, K-6. – Guide/checklist for principals to observe classroom instruction. – Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments) and other district tools – District and school level STAR reports from CDE website for most recent year (specific to participant’s district/school) 	<ul style="list-style-type: none"> • Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards. • Achieve confidence to guide teachers’ use of district-adopted, standards-based instructional program materials. • Attain tools and resources to share with teachers. 	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology	
State / District Vision, Plan & Expectations				
Institute Curriculum – Elementary School Level	<ul style="list-style-type: none"> Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards primarily in English language arts and mathematics at the elementary school level. Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals (AB 466). Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. Description and discussion of the district’s instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002)[not required for submission approval]. Description and discussion of the district’s expectations for, and responsibilities of, the principal and vice principal in supporting the district’s instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development (not required for submission) 	<ul style="list-style-type: none"> Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals. Understand the strategic focus on English-language arts and mathematics for elementary schools. Understand the necessary actions and support systems required to move schools from low to high performing. Understand the required organizational elements that need to be aligned within an academic improvement system. Understand the district’s instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development. Understand the district’s expectations for, and responsibilities of, the principal and vice principal in supporting the district’s instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development. 		
	<p style="text-align: center;">Curriculum Guidelines & Criteria</p> <p>Basic training program must offer...</p>	<p style="text-align: center;">Desired Participant Results</p> <p>Participants will...</p>	<p style="text-align: center;">Applications to Technology</p>	
	General Overview of Adopted Instructional Materials			
	<ul style="list-style-type: none"> A general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, student support materials, AV/software/tapes). 	<ul style="list-style-type: none"> Attain a comprehensive awareness of the materials linked to the district-adopted standards-based instructional program (Teacher Guides, student anthologies, student workbooks, assessments, supportive student reading materials, AV/software/tapes). 		

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Curricular Framework, Standards, & Research			
Institute Curriculum – Elementary School Level	Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	<ul style="list-style-type: none"> Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests). 	
Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Content, Concepts, Instructional Strategies			
Institute Curriculum – Elementary School Level	<ul style="list-style-type: none"> Demonstration and discussion of key content, concepts, and instructional strategies embedded in the adopted instructional programs for at least <u>one</u> grade level of the English-language arts and/or mathematics: <ul style="list-style-type: none"> Identify and give examples of key content and concepts covered in program. Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. Engage participants in activities to describe key strategies: what to look for when observing classroom instruction. Model specific strategies for diverse learners (EL, Sp.Ed., GATE). <p>Engage participants in activities to describe effective strategies for diverse learners: what to look for when observing classroom instruction.</p>	<ul style="list-style-type: none"> Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted program. 	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Support Systems			
Institute Curriculum – Elementary School Level	Demonstration and discussion on performing teacher classroom observations on the delivery of key instructional strategies and providing instructional support (e.g. coaching, additional training, sharing of experiences at grade level meeting).	Be able to conduct teacher classroom observations on the delivery of key instructional components; be able to determine needs for additional instructional support.	
Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Support Systems			
Institute Curriculum – Elementary School Level	Demonstration and discussion on performing teacher classroom observations on the delivery of key instructional strategies and providing instructional support (e.g. coaching, additional training, sharing of experiences at grade level meeting).	Be able to conduct teacher classroom observations on the delivery of key instructional components; be able to determine needs for additional instructional support.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Communications & Technologies			
Institute Curriculum – Elementary School Level	<ul style="list-style-type: none"> • Identification of school structures and communication procedures and technology which can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results by grade level, every 4 to 6 weeks. • Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student assessment data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Training on adopted instructional program’s software, videos, tapes, and CDs that support instruction. 	<ul style="list-style-type: none"> • Anticipate the need to provide time and guidance to faculty members in developing the meeting agenda, sharing classroom data, and determining action plans based on the discussion about the teaching of reading-language arts or mathematics with the use of the district adopted instructional program, instructional and student data, and the use of technology to aid communications. • Be able to identify existing district technology services to assist with management of instructional and student data (obtained every 6-8 weeks); and offer the rationale for use by teachers (e.g., data-based decisions on modification of instruction; the need to plan additional instruction for groups of students; the need to identify patterns of performance for students who are succeeding and those who are in need of more assistance). • Be able to use and discuss the merits of the adopted instructional programs’ software, videos, tapes, and CDs that support instruction (for both teacher and student). 	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Focus & Intent – Middle School Level	<ul style="list-style-type: none"> • Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the state board) for at least two of the academic core content areas (English, reading-language arts and mathematics), with attention to grade level course content and critical instructional practices and strategies embedded in the adopted instructional programs. • Training must include: <ul style="list-style-type: none"> • Up to 4 hours for state/district vision, plan and expectations; • A minimum of 34 hours training on the instructional program, including the embedded standards, linkages to the curriculum frameworks, content, concepts, instructional strategies, and assessments; • A minimum of 2 hours for support systems and communications and technologies. 	<ul style="list-style-type: none"> • Develop a working knowledge of key terms. • Understand priority of specific components at various grade levels, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the instructional programs when working with teachers. • Achieve credibility with teachers through a familiarity with the content of the district-adopted programs. 	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Institute Materials – Middle School Level	<ul style="list-style-type: none"> • Teacher’s Guide for district-adopted, standards-based instructional program for 6-8 grade level courses included in the training (reading-language arts basic program, 6-8, or reading-language arts intervention program, 6-8; and mathematics basic, 6-7, or algebra, 8). • Auxiliary Teacher’s Guide, when appropriate (e.g. extensions for practice, and supplemental guides for groups of students –EL, GATE, Sp.Ed. etc.). • Handouts, including (provided by the District and not required at time of submission for approval of training curriculum): <ul style="list-style-type: none"> – District’s current pacing/scheduling guides for adopted instructional programs. – District’s Board policy on instructional minutes for reading-language arts and mathematics, 6-8. – Guide checklist for principals to observe classroom instruction. – Examples of entry level, monitoring of progress for delivery of instruction and student achievement, summative student assessments, and other district tools. – STAR Blueprint for the California Standards Tests, grades 6-8. – District and school level STAR reports from CDE website for most recent year (specific to participant’s district/school). 	<ul style="list-style-type: none"> • Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards. • Develop working familiarity with the district-adopted standards-based instructional program materials. • Achieve confidence and ability, through familiarity with program, to guide teachers’ use of district-adopted standards-based instructional program materials. • Attain tools and resources to share with teachers. 	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Middle School Level	State / District Vision, Plan & Expectations		
	<ul style="list-style-type: none"> • Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards in English-language arts and mathematics. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. • Description and discussion of the district’s instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002) [not required for submission approval]. 	<ul style="list-style-type: none"> • Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language arts and mathematics content standards for middle schools. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understanding of the district’s instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002). 	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
	<ul style="list-style-type: none"> Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development [not required for submission approval]. 	<ul style="list-style-type: none"> Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development. 	
General Overview of Adopted Instructional Materials			
	<ul style="list-style-type: none"> Providing a general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes). 	<ul style="list-style-type: none"> Attain a comprehensive awareness of materials linked to the district-adopted standards-based instructional program (Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes). 	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
	Curricular Framework, Standards, & Research		
	<ul style="list-style-type: none"> • Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students; and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests). 	<ul style="list-style-type: none"> • Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students; and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests). 	
	Content, Concepts, Instructional Strategies		
	<ul style="list-style-type: none"> • Demonstration and discussion on key content, concepts, and teaching strategies embedded in the English/reading-language arts and mathematics instructional programs for at least one grade level: <ul style="list-style-type: none"> – Identify and give examples of key content/concepts covered in program. – Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. – Engage participants in practice activities to describe key strategies for various components. – Model key scaffolding techniques to address needs of diverse learners [e.g., EL, GATE, Sp.Ed., at-risk of grade retention]. – Discuss these scaffolding techniques and practice articulating them. 	<ul style="list-style-type: none"> • Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted programs. 	√

Support Systems

- Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, course-level teacher meetings, scheduling of block classes, selection of teachers for intervention classes, etc.) and planning implementation of new standards-based instructional programs (e.g., plan for implementing intervention program which includes considerations for student placement criteria; scheduling of two-period blocks for intervention program students; assignment, training, and support system for teachers for this program; information to parents on recommended action; etc.).

- Be able to identify several options for assisting with full implementation of the program.

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
Institute Curriculum – Middle School Level	Assessments		
	<ul style="list-style-type: none"> • Identification and discussion on the use of curriculum-embedded assessments provided in the instructional programs and other measurement tools recommended or mandated by the district. <ul style="list-style-type: none"> – Identify and examine use of tools that assess effectiveness of instructional delivery of program content. – Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program. – Identify and examine use of tools that assess student progress. – Identify and examine effective tools to assess EL student needs. – Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate. • Training on interpretation and use of the STAR results for reading, language arts, and mathematics (SAT 9 and California Standards Tests) and how to interpret Academic Performance Index (API), utilizing technology to aggregate and disaggregate data. <ul style="list-style-type: none"> – Identify the features of the norm-referenced test and its importance to school wide achievement goals (features: comparative information and disaggregated scores by student populations). – Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by grade level to determine importance of content standard domains and strands. – Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics at district and school site; discuss assumptions about variability in the distribution of scores related to school factors (instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.). – Review and interpret district/school API for most current year. 	<ul style="list-style-type: none"> • Understand the use of curriculum-embedded assessments provided in, or based on, the instructional programs and other recommended or mandated measurement tools, including: <ul style="list-style-type: none"> – Tools that assess effectiveness of instructional delivery. – Tools that assess EL student needs. – Tools which assess student progress • Understand how to interpret and use STAR results and the Academic Performance Index with faculty members. 	<p>√</p> <p>√</p>
	Communications & Technologies		
<ul style="list-style-type: none"> • Demonstration and discussion of ways to use technology to support school and teacher monitoring of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Identification of school structures and communication procedures and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks). • Training on adopted instructional program’s software, videos, tapes, and CDs that support instruction. 	<ul style="list-style-type: none"> • Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making. • Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, and determining action plans based on discussions and use of technology to aide communications. • Be able to use and discuss the merits of the adopted instructional programs’ software, videos, tapes, and CDs that support instruction (for both teacher and student). 	<p>√</p> <p>√</p> <p>√</p>	

CURRICULUM GUIDELINES AND CRITERIA FOR HIGH SCHOOL LEVEL

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
Focus and Intent High School Level	<p>Basic training program must offer...</p> <ul style="list-style-type: none"> • Training on one or two core academic content areas for local board-adopted standards-based instructional programs for grades 9-12 – English / language arts, mathematics, history-social science, and science. One academic core area must be either English / language arts or mathematics. Intervention programs in Reading/English/language arts will be accepted as a core academic content area. • Training on how to supervise and support teacher delivery of standards-based instruction with emphasis on effective instructional strategies. 	<p>Participants will...</p> <ul style="list-style-type: none"> • Develop a working knowledge of key terms and the priority of certain components in various courses, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the instructional programs for academic core courses when working with teachers. • Achieve credibility as an instructional leader with teachers through a familiarity with the content of the district-adopted program(s). • Develop an understanding of higher education expectations for high school graduates including A-G course sequence and higher education admission and placement exams. • Be able to provide guidance and support to teachers in the delivery of effective instructional strategies.

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
Institute Materials – High School Level	<p>Basic training program must offer...</p> <ul style="list-style-type: none"> • Teacher’s Guides for selected academic core courses. • Auxiliary Teacher’s Guides, when appropriate. • Handouts including: <ul style="list-style-type: none"> - Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments). - STAR Blueprints for the California Standards Tests, grades 9-11. • Handouts specific to participating district(s) (not required at time of submission for approval of training curriculum) including: <ul style="list-style-type: none"> - Local Board, district and school site rules and regulations that govern high school instructional practices (e.g., placement of students in courses, homework, course requirements, pre-requisites for courses, grading procedures, roles and responsibilities of principals). - District and school level STAR reports from CDE Web site for most recent year (specific to participants’ district/school site). - District and school level CAHSEE reports and data specific to participants’ district/school site. - District, school site and classroom student assessments. - Guide checklist for principals to use when observing classroom instruction. - Master listing of local board approved, standards-based instructional programs for grades 9-12 for academic core subject areas included by Institute. 	<p>Participants will...</p> <ul style="list-style-type: none"> • Develop a working understanding of how instructional program materials are organized by structural features, content features, and teacher/student aides. • Attain tools and resources to share with teachers.

As demonstrated through documentation of Institute training curriculum and agenda, approximately 8 hours of the total instructional time focused on:

State/District Vision, Plan & Expectations

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
Institute Curriculum – High School Level	<p>Basic training program must offer...</p> <ul style="list-style-type: none"> • Description and discussion of state initiative (vision and mission): Prepare ALL students to master the world-class, grade level content standards in English-language arts, mathematics, history-social science, and science. • Explanation of the importance of high expectations, course rigor, and appropriate course placement of all students for student academic achievement. • Explanation and discussion of the importance of literacy as a focus for school-wide reform efforts and the use of appropriate English/language arts intervention materials, adopted by the SBE (January 2002), to support student achievement. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed up with standards-based school reform [e.g., Rand Study, March 1998; Dana Center, 1999; and Elmore, 2001]. • Description and discussion of the district’s instructional plan to support the teaching of the content standards through full implementation of the local board adopted standards-based instructional materials for mathematics, English /language arts, history-social science, and science [not required for submission approval]. • Description and discussion of the district’s expectations for, and responsibilities of, the principal and vice principal in supporting the district’s instructional plan for full implementation of the local board adopted standards-based instructional materials for all academic core subjects [not required for submission approval]. 	<p>Participants will...</p> <ul style="list-style-type: none"> • Understand the state initiative (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals. • Understand the necessary actions and support systems required to move schools from low to high performing including a focus on literacy, high expectations for all students, and supervision of teachers in the delivery of standards-based instructional programs. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understand the district’s instructional plan to support the teaching of the content standards through full implementation of its local board adopted, standards-based instructional materials for mathematics, reading/language arts, history-social science, and science. • Understand the district’s expectations for, and responsibilities of, the principal and vice principal in supporting the district’s instructional plan for full implementation of the local board adopted, standards-based instructional materials for all academic core subjects. • Understand the connection between student achievement and rigorous high school courses and the role of research-based interventions programs to support student achievement. • Understand the strategic focus on English/language arts and mathematics for California High School Exit Exam.

As demonstrated through documentation of Institute training curriculum and agenda, approximately 32 hours of the total instructional time focused on:

General Overview of Adopted Instructional Materials; Curricular Frameworks, Standards and Research; Content, Concepts, and Instructional Strategies; Support Systems; Assessments; Communications and Technologies

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results	
	Basic training program must offer...	Participants will...	
General Overview of Adopted Instructional Materials			
Institute Curriculum – High School Level	<ul style="list-style-type: none"> • A general orientation on the local board adopted, standards-based instructional materials for the core academic subjects to be included in the Institute: <ul style="list-style-type: none"> - Review any available description of the materials. - Review any available evaluations of these materials (documentation for the local board recommendations for adoption – not required for submission approval). • Description and discussion of intervention programs currently used by district/school site as well as an overview of interventions programs proved to be effective for high school level students. 	<ul style="list-style-type: none"> • Attain a comprehensive awareness for selection of core academic subject instructional programs. 	
	<p style="text-align: center;">Curriculum Guidelines & Criteria</p> <p>Basic training program must offer...</p>	<p style="text-align: center;">Desired Participant Results</p> <p>Participants will...</p>	
	Curricular Frameworks, Standards and Research		
	<ul style="list-style-type: none"> • Reading and discussion and activities to become familiar with the state content standards, curricular frameworks, and scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students. • Analyzing and interpreting current STAR results (norm referenced test and California Standards Test(s)) and CAHSEE. 	<ul style="list-style-type: none"> • Achieve in-depth familiarity with the state content standards, curricular frameworks, and scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students. • Understand how to analyze and interpret current STAR results (norm referenced test and California Standards Test(s)) and CAHSEE. 	

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
Institute Curriculum High School Level	Basic training program must offer...	Participants will...
	Content, Concepts, Instructional Strategies	
	<ul style="list-style-type: none"> • Demonstration and discussion on key content and concepts and teaching strategies embedded in the instructional program(s) selected for the Institute (may be combinations by grade level and core academic subject areas). • Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. <ul style="list-style-type: none"> - Engage participants in practice activities to describe key strategies for various components. - Model key scaffolding techniques to address needs of diverse learners (e.g., EL; Sp.Ed., GATE; at-risk of not passing the California High School Exit Exam). - Discuss scaffolding techniques and practice articulating them. <p>Identify and examine the information provided by the publisher designed to assist the teacher in how to plan and modify instruction to help all students meet or exceed standards.</p>	<ul style="list-style-type: none"> • Be able to identify and articulate the content, concepts, and teaching strategies embedded in the adopted programs. • Develop an understanding of standards based instruction that allows discussion of key content and instructional strategies with teaching staff.
	Curriculum Guidelines & Criteria	Desired Participant Results
Basic training program must offer...	Participants will...	
Support Systems		
<ul style="list-style-type: none"> • Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, department or course-level teacher meetings, scheduling common preparation periods, and release time for collaboration). • Description and discussion of how to supervise teachers' delivery of instructional program and what a standards-based instructional classroom looks like. 	<ul style="list-style-type: none"> • Be able to identify several options for assisting teachers with full implementation of the program. • Focus on what an administrator might observe regarding textbook instruction. • Learn teacher evaluation strategies, coaching strategies, and curriculum calibration. 	

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
Assessments		
Institute Curriculum High School Level	<p>Basic training program must offer...</p> <ul style="list-style-type: none"> • Identification and discussion on the use of multiple assessments, provided by the district, the school site and the instructional programs. Focused discussions on the following: <ul style="list-style-type: none"> – Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program. – Identify and examine the assessment tools that the publishers include as part of their instructional materials to provide evidence of students’ progress towards meeting the content called for in the standards and framework. – Identify and examine use of tools that measure the effectiveness of instructional delivery of program content. – Identify and examine tools and strategies to assess the effectiveness of delivery of instruction for students with special needs (i.e. EL, Special Education; GATE; students below grade level). – Examine the use of available data to improve instructional delivery, program offerings, and student achievement. – Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate. • Training on the interpretation and use of the STAR results for all academic content areas (CAT 6 and California Standards Test) and the California High School Exit Exam. • Training on how to interpret Academic Performance Index (API) • Training on how to utilize technology to aggregate and disaggregate data. <ul style="list-style-type: none"> – Identify the features of the norm-referenced test and its importance or school wide achievement goals (features: comparative information and disaggregated scores by student populations). – Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by course to determine importance of content standard strands. – Study the percentage of students in each performance level of the California Standards Tests for English language arts and mathematics courses and High School Exit Exam at district and school site. – Discuss assumptions about variability in the distribution of scores related to school factors to identify instructional weaknesses (e.g., instructional time, delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, academic expectations for all students.) – Review and interpret district/school API for most current year. 	<p>Participants will...</p> <ul style="list-style-type: none"> • Understand the use of multiple assessments, provided by the district, the school site and the instructional programs. <ul style="list-style-type: none"> - Tools that assess student progress and needs - Tools that assess effectiveness of instructional delivery. • Understand the use of multiple assessment tools including materials that provide frequent assessments at strategic points of instruction. • Understand the use of pre-tests, unit tests, chapter tests and summative tests. • Understand how to interpret and use results from STAR, California High School Exit Exam, and Academic Performance Index (API) to improve student academic achievement. • Understand how to use technology to aggregate and disaggregate data.

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...
Communications & Technologies		
Institute Curriculum High School Level	<ul style="list-style-type: none"> • Identification of school structures, communication procedures, and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks). • Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track on students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction. 	<ul style="list-style-type: none"> • Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, determining action plans based on discussions, and using technology to aide communications. • Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making. • Be able to use and discuss the merits of the adopted instructional program's software, videos, tapes, and CDs that support instruction (for both teacher and student).



APRIL 2003 AGENDA

SUBJECT	X	ACTION
High Priority Schools Grant Program – New Implementation Grant Awards		INFORMATION
		PUBLIC HEARING

Recommendation:

Approve applications for 86 additional schools to participate in the High Priority Schools Grant Program (HPSGP) at a pro-rated amount of \$33.33 per pupil for May and June 2003. These schools will be fully funded in FY 03-04.

Summary of Previous State Board of Education Discussion and Action

Beginning with its June 2002 meeting, the State Board of Education has approved applications for 568 schools to participate in the High Priority Schools Grant Program.

Summary of Key Issue(s)

In September 2002, AB 425, the Budget Act of 2002, appropriated an additional \$20 million to allow more schools in the first decile of the 2001 Academic Performance Index (API) to participate in the High Priority Schools Grant Program. As a result, the base funding for the program increased from \$197 to \$217 million. Based on this amount, the HPSGP Office calculated that an additional 86 new schools could be added to the program. These schools will be funded on a pro-rated amount for fiscal year 02-03 per EC 52055.600(b), which provides for “a schoolsite to receive a total of \$33.33 per pupil for each month remaining in the fiscal year ending June 30, 2003.”

Selected schools were mailed letters on September 27, 2002 informing them of their eligibility and asking them to return Letters of Intent to apply by October 18, 2002. Upon receipt, schools were provided information to guide them through the application process and told that their narrative summaries and completed applications were due to the Department by February 10, 2003.

Applications received by this date were subjected to a thorough review by program staff. Narratives were reviewed to insure they addressed seven key elements needed for program approval. Budgets were inspected to ensure they are accurate and aligned with program objectives. Finally, staff completed a technical review of each application to ensure all required forms, signatures, and assurances were included.

Fiscal Analysis (as appropriate)

The cost of approving 86 schools based on the pro-rated amount specified in EC 52055.600(b) is \$4,231,630 for FY 02-03. For the remainder of the time these schools participate in the program, two years for II/USP Cohort 2 and three years for II/USP Cohort 3/HP, they will be funded at the same amount (\$400/student) that other High Priority schools are receiving. The Legislature has appropriated \$217 million in FY 2002-03 for this program. The Department's recommendation to add 86 new schools to participate in the High Priority Schools Grant Program is contingent upon this \$217 million figure. Should this amount be modified or eliminated during the mid-year budget reduction process, the Department will modify this recommendation accordingly.

Attachment (s)

List of schools recommended for approval.

Additional High Priority Schools

Ct	C	D	S	County	District	School	2001 Grth API	CBED S Enroll	CS RD Co hor t	II/U SP Co hor t	Fund @ 200	Fund @ 400	Cumm Funding	Cumm Funding @ 80%	2 months funding @ 33.33 @ 80%	Cumm 2 months funding @ 33.33 @ 80%
1	41	69005	6044598	San Mateo	Redwood City Elem	Taft	501	616			\$0	\$246,400	\$246,400	\$197,120	\$32,850	\$32,850
2	19	64733	6017511	Los Angeles	Los Angeles Unified	Hawaiian Avenue	502	1350			\$0	\$540,000	\$786,400	\$629,120	\$71,993	\$104,843
3	19	64733	6019335	Los Angeles	Los Angeles Unified	State Street	502	1625			\$0	\$650,000	\$1,436,400	\$1,149,120	\$86,658	\$191,501
4	19	64733	6104822	Los Angeles	Los Angeles Unified	Sunrise	502	663			\$0	\$265,200	\$1,701,600	\$1,361,280	\$35,356	\$226,857
5	30	66670	6113377	Orange	Santa Ana Unified	King (Martin Luther Jr.)	502	1081			\$0	\$432,400	\$2,134,000	\$1,707,200	\$57,648	\$284,505
6	33	73676	6031710	Riverside	Coachella Valley Unified	Peter Pendleton	503	678			\$0	\$271,200	\$2,405,200	\$1,924,160	\$36,156	\$320,661
7	10	62125	6005961	Fresno	Coaling/Huron Unified	Huron	503	710			\$0	\$284,000	\$2,689,200	\$2,151,360	\$37,863	\$358,524
8	19	64733	6017875	Los Angeles	Los Angeles Unified	Lillian Street	503	706			\$0	\$282,400	\$2,971,600	\$2,377,280	\$37,650	\$396,174
9	19	64808	6058416	Los Angeles	Montebello Unified	Eastmont	503	1645			\$0	\$658,000	\$3,629,600	\$2,903,680	\$87,725	\$483,898
10	37	68338	6061980	San Diego	San Diego City Unified	Wilson	503	1460			\$0	\$584,000	\$4,213,600	\$3,370,880	\$77,859	\$561,757
11	39	68585	6097760	San Joaquin	Lodi Unified	Heritage	505	945	2		\$189,000	\$0	\$4,402,600	\$3,522,080	\$50,395	\$612,152
12	19	64733	6019160	Los Angeles	Los Angeles Unified	Shenandoah Street	505	840			\$0	\$336,000	\$4,738,600	\$3,790,880	\$44,796	\$656,948
13	19	64873	6114615	Los Angeles	Paramount Unified	Orange Avenue	505	1142			\$0	\$456,800	\$5,195,400	\$4,156,320	\$60,901	\$717,848
14	24	65631	6025324	Merced	Atwater Elem	Bellevue	506	626			\$0	\$250,400	\$5,445,800	\$4,356,640	\$33,383	\$751,232
15	19	64725	6113146	Los Angeles	Long Beach Unified	Constellation Community	507	173			\$0	\$69,200	\$5,515,000	\$4,412,000	\$9,226	\$760,457
16	19	64733	6019095	Los Angeles	Los Angeles Unified	Second Street	507	708			\$0	\$283,200	\$5,798,200	\$4,638,560	\$37,756	\$798,214
17	07	61796	6004824	Contra Costa	West Contra Costa	Lake	507	455			\$0	\$182,000	\$5,980,200	\$4,784,160	\$24,264	\$822,478
18	15	63313	6008817	Kern	Arvin Union Elem	Haven Drive	508	842			\$0	\$336,800	\$6,317,000	\$5,053,600	\$44,902	\$867,380
19	36	67876	6036842	San Bernardino	San Bernardino City Unified	Cypress Elem	508	767			\$0	\$306,800	\$6,623,800	\$5,299,040	\$40,903	\$908,282
20	19	73437	6023774	Los Angeles	Compton Unified	Lincoln	509	768	2	2	\$153,600	\$0	\$6,777,400	\$5,421,920	\$40,956	\$949,238
21	19	64469	6012934	Los Angeles	Duarte Unified	Maxwell	509	610			\$0	\$244,000	\$7,021,400	\$5,617,120	\$32,530	\$981,768
22	19	64733	6058192	Los Angeles	Los Angeles Unified	Nightingale (Florence)	509	1967			\$0	\$786,800	\$7,808,200	\$6,246,560	\$104,896	\$1,086,665
23	20	65243	6024012	Madera	Madera Unified	La Vina	509	326			\$0	\$130,400	\$7,938,600	\$6,350,880	\$17,385	\$1,104,050
24	30	66423	6027221	Orange	Anaheim Elem	Lincoln	510	879	3		\$175,800	\$0	\$8,114,400	\$6,491,520	\$46,875	\$1,150,925
25	19	64733	6018998	Los Angeles	Los Angeles Unified	Rowan Avenue	510	1383			\$0	\$553,200	\$8,667,600	\$6,934,080	\$73,753	\$1,224,678
26	15	63404	6009377	Kern	Delano Union Elem	Fremont	511	790			\$0	\$316,000	\$8,983,600	\$7,186,880	\$42,129	\$1,266,807
27	19	64501	6013189	Los Angeles	El Monte City Elem	Shirpser	511	797			\$0	\$318,800	\$9,302,400	\$7,441,920	\$42,502	\$1,309,309
28	07	61796	6004600	Contra Costa	West Contra Costa	Bayview	511	663			\$0	\$265,200	\$9,567,600	\$7,654,080	\$35,356	\$1,344,666
29	19	64733	6058184	Los Angeles	Los Angeles Unified	Mullholland (William)	512	1734	2		\$346,800	\$0	\$9,914,400	\$7,931,520	\$92,471	\$1,437,136
30	27	66159	6110753	Monterey	Salinas Union High	Harden	512	1400			\$0	\$560,000	\$10,474,400	\$8,379,520	\$74,659	\$1,511,795
31	15	63842	6010250	Kern	Wasco Union Elem	Palm Avenue	512	896	2		\$179,200	\$0	\$10,653,600	\$8,522,880	\$47,782	\$1,559,577

Additional High Priority Schools

Ct	C	D	S	County	District	School	2001 Grth API	CBED S Enroll	CS RD Co hor t	II/U SP Co hor t	Fund @ 200	Fund @ 400	Cumm Funding	Cumm Funding @ 80%	2 months funding @ 33.33 @ 80%	Cumm 2 months funding @ 33.33 @ 80%
32	19	64733	6018378	Los Angeles	Los Angeles Unified	Ninety-Sixth Street	513	955			\$0	\$382,000	\$11,035,600	\$8,828,480	\$50,928	\$1,610,506
33	33	67124	6032338	Riverside	Moreno Valley Unified	Sunnymead Elem	513	718		3	\$143,600	\$0	\$11,179,200	\$8,943,360	\$38,290	\$1,648,795
34	19	64816	6020697	Los Angeles	Mountain View Elem	Baker	513	1110			\$0	\$444,000	\$11,623,200	\$9,298,560	\$59,194	\$1,707,989
35	19	64295	6057491	Los Angeles	Bassett Unified	Torch	513	846			\$0	\$338,400	\$11,961,600	\$9,569,280	\$45,115	\$1,753,105
36	19	64733	6017941	Los Angeles	Los Angeles Unified	Lorena Street	514	866			\$0	\$346,400	\$12,308,000	\$9,846,400	\$46,182	\$1,799,287
37	54	72256	6054639	Tulare	Visalia Unified	Ivanhoe	514	580			\$0	\$232,000	\$12,540,000	\$10,032,000	\$30,930	\$1,830,217
38	33	73676	6032379	Riverside	Coachella Valley Unified	Sea View	515	246			\$0	\$98,400	\$12,638,400	\$10,110,720	\$13,119	\$1,843,336
39	19	73445	6014377	Los Angeles	Hacienda La Puente	Sparks Middle	515	991			\$0	\$396,400	\$13,034,800	\$10,427,840	\$52,848	\$1,896,184
40	36	67876	6037105	San Bernardino	San Bernardino City Unified	Rio Vista Elem	516	671	2		\$134,200	\$0	\$13,169,000	\$10,535,200	\$35,783	\$1,931,967
41	27	66159	2730166	Monterey	Salinas Union High	Alvarez (Everett)	517	2086			\$0	\$834,400	\$14,003,400	\$11,202,720	\$111,242	\$2,043,209
42	19	64733	6015804	Los Angeles	Los Angeles Unified	Angeles Mesa	518	710	2		\$142,000	\$0	\$14,145,400	\$11,316,320	\$37,863	\$2,081,072
43	19	64733	6016141	Los Angeles	Los Angeles Unified	Brooklyn Avenue	518	691			\$0	\$276,400	\$14,421,800	\$11,537,440	\$36,850	\$2,117,922
44	19	64733	6016299	Los Angeles	Los Angeles Unified	Canoga Park	518	1368			\$0	\$547,200	\$14,969,000	\$11,975,200	\$72,953	\$2,190,874
45	19	64733	6110977	Los Angeles	Los Angeles Unified	Walnut Park	518	1386			\$0	\$554,400	\$15,523,400	\$12,418,720	\$73,913	\$2,264,787
46	36	67876	6036834	San Bernardino	San Bernardino City Unified	Cole Elem	518	560	3		\$112,000	\$0	\$15,635,400	\$12,508,320	\$29,864	\$2,294,651
47	36	67710	6035844	San Bernardin	Fontana Unified	Oleander	518	1091			\$0	\$436,400	\$16,071,800	\$12,857,440	\$58,181	\$2,352,831
48	36	67710	6114052	San Bernardin	Fontana Unified	Date	519	745			\$0	\$298,000	\$16,369,800	\$13,095,840	\$39,729	\$2,392,561
49	15	63313	6110464	Kern	Arvin Union Elem	Bear Mountain	520	900			\$0	\$360,000	\$16,729,800	\$13,383,840	\$47,995	\$2,440,556
50	19	64733	6018816	Los Angeles	Los Angeles Unified	Queen Anne Place	520	533			\$0	\$213,200	\$16,943,000	\$13,554,400	\$28,424	\$2,468,980
51	01	61259	6002034	Alameda	Oakland Unified	Longfellow	521	319	2		\$63,800	\$0	\$17,006,800	\$13,605,440	\$17,012	\$2,485,991
52	34	67363	6059265	Sacramento	Grant Jt. Union High	Rio Tierra	522	676			\$0	\$270,400	\$17,277,200	\$13,821,760	\$36,050	\$2,522,041
53	19	64733	6015978	Los Angeles	Los Angeles Unified	Beachy Avenue	522	609			\$0	\$243,600	\$17,520,800	\$14,016,640	\$32,477	\$2,554,518
54	19	64733	6017446	Los Angeles	Los Angeles Unified	Hammel Street	522	1057			\$0	\$422,800	\$17,943,600	\$14,354,880	\$56,368	\$2,610,886
55	19	64733	6018436	Los Angeles	Los Angeles Unified	Norwood Street	522	1132			\$0	\$452,800	\$18,396,400	\$14,717,120	\$60,367	\$2,671,253
56	19	64907	6108914	Los Angeles	Pomona Unified	Vejar	522	790			\$0	\$316,000	\$18,712,400	\$14,969,920	\$42,129	\$2,713,382
57	19	64733	6016711	Los Angeles	Los Angeles Unified	Dayton Heights	523	1173			\$0	\$469,200	\$19,181,600	\$15,345,280	\$62,554	\$2,775,936
58	01	61259	6002059	Alameda	Oakland Unified	Markham	523	642	2		\$128,400	\$0	\$19,310,000	\$15,448,000	\$34,237	\$2,810,172
59	27	66142	6026553	Monterey	Salinas City Elem	Loma Vista	523	616			\$0	\$246,400	\$19,556,400	\$15,645,120	\$32,850	\$2,843,022
60	19	64733	6019624	Los Angeles	Los Angeles Unified	Union Avenue	524	1975			\$0	\$790,000	\$20,346,400	\$16,277,120	\$105,323	\$2,948,345
61	36	67819	6036354	San Bernardin	Ontario-Montclair Elem	Mission	524	1197	2		\$239,400	\$0	\$20,585,800	\$16,468,640	\$63,834	\$3,012,179
62	30	66670	6106165	Orange	Santa Ana Unified	Sepulveda (Jose)	524	963			\$0	\$385,200	\$20,971,000	\$16,776,800	\$51,355	\$3,063,534

Additional High Priority Schools

Ct	C	D	S	County	District	School	2001 Grth API	CBED S Enroll	CS RD Co hor t	II/U SP Co hor t	Fund @ 200	Fund @ 400	Cumm Funding	Cumm Funding @ 80%	2 months funding @ 33.33 @ 80%	Cumm 2 months funding @ 33.33 @ 80%
63	30	66423	6027262	Orange	Anaheim Elem	Franklin	525	1015			\$0	\$406,000	\$21,377,000	\$17,101,600	\$54,128	\$3,117,662
64	19	64725	6116933	Los Angeles	Long Beach Unified	Powell (Colin L.) Academy	526	1029			\$0	\$411,600	\$21,788,600	\$17,430,880	\$54,875	\$3,172,536
65	19	64733	6016273	Los Angeles	Los Angeles Unified	Camellia Avenue	526	1339			\$0	\$535,600	\$22,324,200	\$17,859,360	\$71,406	\$3,243,942
66	19	64733	6017131	Los Angeles	Los Angeles Unified	Ford Boulevard	526	1439	2	2	\$287,800	\$0	\$22,612,000	\$18,089,600	\$76,739	\$3,320,681
67	19	64733	6017362	Los Angeles	Los Angeles Unified	Grape Street	526	759		2	\$151,800	\$0	\$22,763,800	\$18,211,040	\$40,476	\$3,361,157
68	19	64733	6019020	Los Angeles	Los Angeles Unified	San Gabriel Avenue	526	1025			\$0	\$410,000	\$23,173,800	\$18,539,040	\$54,661	\$3,415,818
69	20	65243	6023980	Madera	Madera Unified	Madison	526	605			\$0	\$242,000	\$23,415,800	\$18,732,640	\$32,263	\$3,448,082
70	10	75127	6006969	Fresno	Mendota Unified	McCabe	526	616			\$0	\$246,400	\$23,662,200	\$18,929,760	\$32,850	\$3,480,932
71	10	62166	6006423	Fresno	Fresno Unified	Norseman	527	982	2	2	\$196,400	\$0	\$23,858,600	\$19,086,880	\$52,368	\$3,533,300
72	19	64733	6016026	Los Angeles	Los Angeles Unified	Bertrand Avenue	527	491			\$0	\$196,400	\$24,055,000	\$19,244,000	\$26,184	\$3,559,484
73	19	64733	6017248	Los Angeles	Los Angeles Unified	Gates Elem	527	1082		2	\$216,400	\$0	\$24,271,400	\$19,417,120	\$57,701	\$3,617,185
74	19	64733	6017594	Los Angeles	Los Angeles Unified	Hillside	527	620		2	\$124,000	\$0	\$24,395,400	\$19,516,320	\$33,063	\$3,650,248
75	19	64733	6019640	Los Angeles	Los Angeles Unified	Valerio Street	527	1486			\$0	\$594,400	\$24,989,800	\$19,991,840	\$79,245	\$3,729,494
76	30	66670	6030399	Orange	Santa Ana Unified	Roosevelt	528	1099			\$0	\$439,600	\$25,429,400	\$20,343,520	\$58,607	\$3,788,101
77	15	63321	6109052	Kern	Bakersfield City Elem	Garza (Ramon)	529	825		2	\$165,000	\$0	\$25,594,400	\$20,475,520	\$43,996	\$3,832,097
78	19	64733	6017669	Los Angeles	Los Angeles Unified	Huntington Drive	530	739			\$0	\$295,600	\$25,890,000	\$20,712,000	\$39,409	\$3,871,506
79	30	66621	6029821	Orange	Orange Unified	Jordan	530	591		2	\$118,200	\$0	\$26,008,200	\$20,806,560	\$31,517	\$3,903,023
80	34	67439	6034193	Sacramento	Sacramento City Unified	Pacific	530	700			\$0	\$280,000	\$26,288,200	\$21,030,560	\$37,330	\$3,940,353
81	19	64733	6017859	Los Angeles	Los Angeles Unified	Liberty Boulevard	531	1362			\$0	\$544,800	\$26,833,000	\$21,466,400	\$72,633	\$4,012,985
82	56	72538	6114029	Ventura	Oxnard Elem	Brekke (Norman R.)	532	756			\$0	\$302,400	\$27,135,400	\$21,708,320	\$40,316	\$4,053,301
83	34	67439	6034110	Sacramento	Sacramento City Unified	Maple	532	285		2	\$57,000	\$0	\$27,192,400	\$21,753,920	\$15,198	\$4,068,500
84	36	67876	6109714	San Bernardino	San Bernardino City Unified	Roberts (E. Neal) Elem	532	931		2	\$186,200	\$0	\$27,378,600	\$21,902,880	\$49,648	\$4,118,148
85	36	67876	6037048	San Bernardino	San Bernardino City Unified	Muscoy Elem	532	691			\$0	\$276,400	\$27,655,000	\$22,124,000	\$36,850	\$4,154,998
86	19	64725	6057814	Los Angeles	Long Beach Unified	Lindbergh	533	1437			\$0	\$574,800	\$28,229,800	\$22,583,840	\$76,632	\$4,231,630

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: March 26, 2003

From: Sue Stickel, Deputy Superintendent

Re: ITEM # 24

Subject HIGH PRIORITY SCHOOL GRANT PROGRAM – NEW
IMPLEMENTATION GRANT AWARDS

The original April Board Item recommended approval of 86 new High Priority (HP) schools. It further recommended that, in accordance with EC 52055.600(b), these schools be funded at a prorated amount of \$33.33 per pupil for the remainder of the 2002-03 fiscal year. For the rest of the time these schools participate in the program, two years for II/USP Cohort 2 and three years for II/USP Cohort 3, they will be funded at the same amount (\$400/student) that other High Priority schools are receiving.

After submitting this item to the Board, a meeting took place between the CDE and other control agencies to discuss the potential funding of new HP funds. As a result, it was determined that two different formulas must be used to allocate the initial funding for these schools in 2002-03. New schools receiving only HP funding will receive the prorated amount of \$33.33 per student as identified above. Twenty-one of the 86 recommended schools, however, will be co-funded using both II/USP and HP monies. These schools have already received their 02-03 II/USP allocations. As a result, it was determined that the prorated amount for these schools should be limited to \$16.67 per student based on their new HP funding only.

In summary, the CDE is recommending approval for 86 additional schools to participate in the High Priority Schools Grant Program. Twenty-one schools will be funded at a prorated amount of \$16.67 per student (\$468,033), and 65 schools will be funded at a prorated amount of \$33.33 per student (\$3,295,564) for the remainder of 2002-03. The total amount to fund these schools is \$3,763,597.

Attachment I: 86 Additional High Priority Schools (Pages 1-3)

86 Additional High Priority Schools

Attachment 1

Ct	C	D	S	County	District	School	2001 Grth API	CBEDS Enroll	CSR D Cohort	II/USP Cohort	II/USP Participant Fund @ 200	HP Only Fund @ 400	II/USP Participant 2 months funding @16.67 @ 80%	HP Only 2 months funding @16.67 @ 80%
1	01	61259	6002034	Alameda	Oakland Unified	Longfellow	521	319		2	\$63,800	\$0	\$8,506	
2	01	61259	6002059	Alameda	Oakland Unified	Markham	523	642		2	\$128,400	\$0	\$17,118	
3	10	62166	6006423	Fresno	Fresno Unified	Norseman	527	982	2	2	\$196,400	\$0	\$26,184	
4	15	63321	6109052	Kern	Bakersfield City Elem	Garza (Ramon)	529	825		2	\$165,000	\$0	\$21,998	
5	15	63842	6010250	Kern	Wasco Union Elem	Palm Avenue	512	896		2	\$179,200	\$0	\$23,891	
6	19	73437	6023774	Los Angeles	Compton Unified	Lincoln	509	768	2	2	\$153,600	\$0	\$20,478	
7	19	64733	6015804	Los Angeles	Los Angeles Unified	Angeles Mesa	518	710		2	\$142,000	\$0	\$18,931	
8	19	64733	6017131	Los Angeles	Los Angeles Unified	Ford Boulevard	526	1439	2	2	\$287,800	\$0	\$38,369	
9	19	64733	6017248	Los Angeles	Los Angeles Unified	Gates Elem	527	1082		2	\$216,400	\$0	\$28,850	
10	19	64733	6017362	Los Angeles	Los Angeles Unified	Grape Street	526	759		2	\$151,800	\$0	\$20,238	
11	19	64733	6017594	Los Angeles	Los Angeles Unified	Hillside	527	620		2	\$124,000	\$0	\$16,532	
12	19	64733	6058184	Los Angeles	Los Angeles Unified	Mullholland (William)	512	1734		2	\$346,800	\$0	\$46,235	
13	30	66621	6029821	Orange	Orange Unified	Jordan	530	591		2	\$118,200	\$0	\$15,758	
14	34	67439	6034110	Sacramento	Sacramento City Unified	Maple	532	285		2	\$57,000	\$0	\$7,599	
15	36	67819	6036354	San Bernardin	Ontario-Montclair Elem	Mission	524	1197		2	\$239,400	\$0	\$31,917	
16	36	67876	6037105	San Bernardino	San Bernardino City Unified	Rio Vista Elem	516	671		2	\$134,200	\$0	\$17,892	
17	36	67876	6109714	San Bernardino	San Bernardino City Unified	Roberts (E. Neal) Elem	532	931		2	\$186,200	\$0	\$24,824	
18	39	68585	6097760	San Joaquin	Lodi Unified	Heritage	505	945		2	\$189,000	\$0	\$25,197	

19	30	66423	6027221	Orange	Anaheim Elem	Lincoln	510	879		3	\$175,800	\$0	\$23,438	
20	33	67124	6032338	Riverside	Moreno Valley Unified	Sunnymead Elem	513	718		3	\$143,600	\$0	\$19,145	
21	36	67876	6036834	San Bernardino	San Bernardino City Unified	Cole Elem	518	560		3	\$112,000	\$0	\$14,932	

Total for Cohort 2 & 3 schools funded @ \$16.67 \$468,033

22	30	66423	6027262	Orange	Anaheim Elem	Franklin	525	1015			\$0	\$406,000		\$54,128
23	15	63313	6110464	Kern	Arvin Union Elem	Bear Mountain	520	900			\$0	\$360,000		\$47,995
24	19	64295	6057491	Los Angeles	Bassett Unified	Torch	513	846			\$0	\$338,400		\$45,115
25	33	73676	6032379	Riverside	Coachella Valley Unified	Sea View	515	246			\$0	\$98,400		\$13,119
26	15	63404	6009377	Kern	Delano Union Elem	Fremont	511	790			\$0	\$316,000		\$42,129
27	19	64501	6013189	Los Angeles	El Monte City Elem	Shirpsr	511	797			\$0	\$318,800		\$42,502
28	36	67710	6035844	San Bernardin	Fontana Unified	Oleander	518	1091			\$0	\$436,400		\$58,181
29	36	67710	6114052	San Bernardin	Fontana Unified	Date	519	745			\$0	\$298,000		\$39,729
30	34	67363	6059265	Sacramento	Grant Jt. Union High	Rio Tierra	522	676			\$0	\$270,400		\$36,050
31	19	73445	6014377	Los Angeles	Hacienda La Puente	Sparks Middle	515	991			\$0	\$396,400		\$52,848
32	19	64725	6116933	Los Angeles	Long Beach Unified	Powell (Colin L.) Academy	526	1029			\$0	\$411,600		\$54,875
33	19	64725	6057814	Los Angeles	Long Beach Unified	Lindbergh	533	1437			\$0	\$574,800		\$76,632
34	19	64733	6018998	Los Angeles	Los Angeles Unified	Rowan Avenue	510	1383			\$0	\$553,200		\$73,753
35	19	64733	6018378	Los Angeles	Los Angeles Unified	Ninety-Sixth Street	513	955			\$0	\$382,000		\$50,928

86 Additional High Priority Schools

Attachment 1

Ct	C	D	S	County	District	School	2001 Grth API	CBEDS Enroll	CSR Cohort	II/USP Cohort	II/USP Participant Fund @ 200	HP Only Fund @ 400	II/USP Participant 2 months funding @16.67 @ 80%	HP Only 2 months funding @16.67 @ 80%
36	19	64733	6017941	Los Angeles	Los Angeles Unified	Lorena Street	514	866			\$0	\$346,400		\$46,182
37	19	64733	6016141	Los Angeles	Los Angeles Unified	Brooklyn Avenue	518	691			\$0	\$276,400		\$36,850
38	19	64733	6016299	Los Angeles	Los Angeles Unified	Canoga Park	518	1368			\$0	\$547,200		\$72,953
39	19	64733	6110977	Los Angeles	Los Angeles Unified	Walnut Park	518	1386			\$0	\$554,400		\$73,913
40	19	64733	6018816	Los Angeles	Los Angeles Unified	Queen Anne Place	520	533			\$0	\$213,200		\$28,424
41	19	64733	6015978	Los Angeles	Los Angeles Unified	Beachy Avenue	522	609			\$0	\$243,600		\$32,477
42	19	64733	6017446	Los Angeles	Los Angeles Unified	Hammel Street	522	1057			\$0	\$422,800		\$56,368
43	19	64733	6018436	Los Angeles	Los Angeles Unified	Norwood Street	522	1132			\$0	\$452,800		\$60,367
44	19	64733	6016711	Los Angeles	Los Angeles Unified	Dayton Heights	523	1173			\$0	\$469,200		\$62,554
45	19	64733	6019624	Los Angeles	Los Angeles Unified	Union Avenue	524	1975			\$0	\$790,000		\$105,323
46	19	64733	6016273	Los Angeles	Los Angeles Unified	Camellia Avenue	526	1339			\$0	\$535,600		\$71,406
47	19	64733	6019020	Los Angeles	Los Angeles Unified	San Gabriel Avenue	526	1025			\$0	\$410,000		\$54,661
48	19	64733	6019640	Los Angeles	Los Angeles Unified	Valerio Street	527	1486			\$0	\$594,400		\$79,245
49	19	64733	6016026	Los Angeles	Los Angeles Unified	Bertrand Avenue	527	491			\$0	\$196,400		\$26,184
50	19	64733	6017669	Los Angeles	Los Angeles Unified	Huntington Drive	530	739			\$0	\$295,600		\$39,409
51	19	64733	6017859	Los Angeles	Los Angeles Unified	Liberty Boulevard	531	1362			\$0	\$544,800		\$72,633
52	20	65243	6024012	Madera	Madera Unified	La Vina	509	326			\$0	\$130,400		\$17,385
53	20	65243	6023980	Madera	Madera Unified	Madison	526	605			\$0	\$242,000		\$32,263
54	10	75127	6006969	Fresno	Mendota Unified	McCabe	526	616			\$0	\$246,400		\$32,850
55	19	64816	6020697	Los Angeles	Mountain View Elem	Baker	513	1110			\$0	\$444,000		\$59,194
56	56	72538	6114029	Ventura	Oxnard Elem	Brekke (Norman R.)	532	756			\$0	\$302,400		\$40,316
57	19	64907	6108914	Los Angeles	Pomona Unified	Vejar	522	790			\$0	\$316,000		\$42,129
58	34	67439	6034193	Sacramento	Sacramento City Unified	Pacific	530	700			\$0	\$280,000		\$37,330
59	27	66142	6026553	Monterey	Salinas City Elem	Loma Vista	523	616			\$0	\$246,400		\$32,850
60	27	66159	6110753	Monterey	Salinas Union High	Harden	512	1400			\$0	\$560,000		\$74,659
61	27	66159	2730166	Monterey	Salinas Union High	Alvarez (Everett)	517	2086			\$0	\$834,400		\$111,242
62	36	67876	6037048	San Bernardino	San Bernardino City Unified	Muscoy Elem	532	691			\$0	\$276,400		\$36,850
63	30	66670	6106165	Orange	Santa Ana Unified	Sepulveda (Jose)	524	963			\$0	\$385,200		\$51,355
64	30	66670	6030399	Orange	Santa Ana Unified	Roosevelt	528	1099			\$0	\$439,600		\$58,607
65	54	72256	6054639	Tulare	Visalia Unified	Ivanhoe	514	580			\$0	\$232,000		\$30,930
66	07	61796	6004600	Contra Costa	West Contra Costa	Bayview	511	663			\$0	\$265,200		\$35,356
67	15	63313	6008817	Kern	Arvin Union Elem	Haven Drive	508	842			\$0	\$336,800		\$44,902
68	24	65631	6025324	Merced	Atwater Elem	Bellevue	506	626			\$0	\$250,400		\$33,383
69	33	73676	6031710	Riverside	Coachella Valley Unified	Peter Pendleton	503	678			\$0	\$271,200		\$36,156
70	10	62125	6005961	Fresno	Coaling/Huron Unified	Huron	503	710			\$0	\$284,000		\$37,863
71	19	64469	6012934	Los Angeles	Duarte Unified	Maxwell	509	610			\$0	\$244,000		\$32,530
72	19	64725	6113146	Los Angeles	Long Beach Unified	Constellation Community	507	173			\$0	\$69,200		\$9,226
73	19	64733	6017511	Los Angeles	Los Angeles Unified	Hawaiian Avenue	502	1350			\$0	\$540,000		\$71,993

86 Additional High Priority Schools

Attachment 1

Ct	C	D	S	County	District	School	2001 Grth API	CBEDS Enroll	CSR Cohort	II/USP Cohort	II/USP Participant Fund @ 200	HP Only Fund @ 400	II/USP Participant 2 months funding @16.67 @ 80%	HP Only 2 months funding @16.67 @ 80%
74	19	64733	6019335	Los Angeles	Los Angeles Unified	State Street	502	1625			\$0	\$650,000		\$86,658
75	19	64733	6104822	Los Angeles	Los Angeles Unified	Sunrise	502	663			\$0	\$265,200		\$35,356
76	19	64733	6017875	Los Angeles	Los Angeles Unified	Lillian Street	503	706			\$0	\$282,400		\$37,650
77	19	64733	6019160	Los Angeles	Los Angeles Unified	Shenandoah Street	505	840			\$0	\$336,000		\$44,796
78	19	64733	6019095	Los Angeles	Los Angeles Unified	Second Street	507	708			\$0	\$283,200		\$37,756
79	19	64733	6058192	Los Angeles	Los Angeles Unified	Nightingale (Florence)	509	1967			\$0	\$786,800		\$104,896
80	19	64808	6058416	Los Angeles	Montebello Unified	Eastmont	503	1645			\$0	\$658,000		\$87,725
81	19	64873	6114615	Los Angeles	Paramount Unified	Orange Avenue	505	1142			\$0	\$456,800		\$60,901
82	41	69005	6044598	San Mateo	Redwood City Elem	Taft	501	616			\$0	\$246,400		\$32,850
83	36	67876	6036842	San Bernardino	San Bernardino City Unified	Cypress Elem	508	767			\$0	\$306,800		\$40,903
84	37	68338	6061980	San Diego	San Diego City Unified	Wilson	503	1460			\$0	\$584,000		\$77,859
85	30	66670	6113377	Orange	Santa Ana Unified	King (Martin Luther Jr.)	502	1081			\$0	\$432,400		\$57,648
86	07	61796	6004824	Contra Costa	West Contra Costa	Lake	507	455			\$0	\$182,000		\$24,264

Total for HP Only schools funded @ \$33.33 \$3,295,564

Total for Cohort 2 & 3 schools funded @ \$16.67 \$468,033

Total for HP Only schools funded @ \$33.33 \$3,295,564

\$3,763,597



APRIL 2003 AGENDA

SUBJECT Report of the Curriculum Development and Supplemental Materials Commission.	X	ACTION
	X	INFORMATION
		PUBLIC HEARING

Recommendation:

Hear an informational report on the activities of the Curriculum Development and Supplemental Materials Commission and its support staff. Take action as the State Board deems necessary and appropriate.

Summary of Previous State Board of Education Discussion and Action

The State Board has requested that it receive a regular report on the activities of the Curriculum Commission and its support staff with the opportunity to take action as the State Board deems necessary and appropriate on any matter related to the Curriculum Commission's work.

Summary of Key Issue(s)

N/A

Fiscal Analysis (as appropriate)

N/A

Attachment(s)

The Curriculum Commission report will be forthcoming in the Board's Supplemental mailing.

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: April 1, 2003

From: Karen Yamamoto, Chair, Curriculum Development and Supplemental Materials Commission
Thomas Adams, Acting Executive Secretary, Curriculum Commission, CFIR Division

Re: SUPPLEMENTAL ITEM #25

Subject REPORT OF THE CURRICULUM DEVELOPMENT AND SUPPLEMENTAL MATERIALS COMMISSION

[Attachment #1](#): Report of the Curriculum Commission.

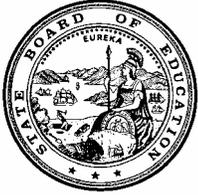
This month's report contains:

- 1) Information on the training of reviewers for the Foreign Language Adoption on March 23 through 27
- 2) Information on the Curriculum Commission meeting on March 28
- 3) Action request on the application forms for the Instructional Materials Advisory Panel and the Content Review Panel for the 2004 Health Adoption

Items for action:

[Attachment #2](#): Application for the Instructional Materials Advisory Panel for the 2004 Health Adoption

[Attachment #3](#): Application for the Content Review Panel for the 2004 Health Adoption



State of California

Gray Davis, Governor

Curriculum Development and Supplemental Materials Commission

An advisory body to the California State Board of Education

916-319-0881

April 1, 2003

Reed Hastings, President
State Board of Education
1430 N Street, Fifth Floor
Sacramento, CA 94244-2720

RE: April 2003 Report of the Curriculum Development and Supplemental Materials Commission

Dear President Hastings:

On behalf of the Curriculum Development and Supplemental Materials Commission (Curriculum Commission), I am pleased to provide you with an update of its recent activities and to present two items for approval by the State Board of Education.

2003 K-8 Foreign Language Adoption

From March 24 to 27, the Curriculum Commission with support from Curriculum Frameworks and Instructional Resources Division conducted the training of the 27 members of the Instructional Materials Advisory Panel (IMAP) and 11 Language Experts (LE). Twenty programs were submitted for review: ten for Spanish, three for French, three for Latin, three for Japanese, and one for German. We are especially grateful for the help of Duarte Silva of the California Foreign Language Project who helped design the training and recruit reviewers. We also would like to acknowledge the work of Jean James of the CFIR Division and Arleen Burns of the Professional Development Division.

The IMAP/LE members will reconvene at the Hilton Sacramento from July 7-10, 2003, to conduct deliberations on each of the submitted programs. The exception will be the German panel members who will meet at the California Department of Education August 6-7, 2003, to conduct deliberations. Following deliberations, the joint IMAP/LE advisory reports on each submitted program will be forwarded to the Curriculum Commission for consideration and action at the September 17-19, 2003, Commission meeting. The Commission will bring the recommendations to the Board in November, 2003, for information and in December, 2003, for action.

Page 2

President Reed Hastings
SBE Meeting, April 2003

March 28 Meeting

In order to make the best use of its time, the Curriculum Commission changed its meeting dates from March 20-21 to March 28. Although the time allotted for the meeting was short, it was still well spent as progress was made in many areas.

Mathematics Framework

The Curriculum Commission has examined the assessment chapter of the Mathematics Framework and found it to be sound. The Commission would like to include a description of assessment terms such as validity and reliability and a section on accountability. We are proposing that the chapter title change from "Assessment" to "Assessment and Accountability." We want to thank Bill Tarr of the Assessment Division for lending his expertise and assisting us in updating the "Assessment" chapter of the framework.

The Commission is compiling a list of scholars to review the framework for content accuracy this summer. We will include those mathematicians who worked on the original framework and the Board's Content Review Panel for the California Standards Test in Mathematics. If you have other mathematicians whom you would like to review the framework, please let us know and we will be glad to include them.

Field Review of Draft Visual and Performing Arts Framework

The Curriculum Commission has delayed the field review of the draft Visual and Performing Arts Framework. The Commission is making the framework more efficient in its presentation and ensuring the visual and performing arts standards are teachable. We will examine another draft of the framework in May and hope to have it ready for public comment later that month. The draft framework and evaluation questionnaire will be available on the CDE website, www.cde.ca.gov/cfir.

Science

The Science Subject Matter Committee will hold a special meeting in April to review materials on environmental education. Under SB 373 (Torlakson), the State Board of Education and California Department of Education are working with the Integrated Waste Management Board in fostering environment education. This meeting will focus on the materials developed by the California Integrated Waste Management Board.

History-Social Science

The Curriculum Commission is pleased to announce the criteria for the 2005 adoption is completed and available on the CFIR website, www.cde.ca.gov/cfir. We wish to thank State Board of Education and CFIR staff for reviewing the editorial changes from CDE Press. The

Page 3
President Reed Hastings
SBE Meeting, April 2003

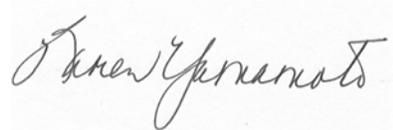
Commission will brief publishers on the evaluation criteria for the 2005 History-Social Science Adoption on May 16. We hope that publishers are beginning their preparation for this adoption.

Health

The Curriculum Commission approved the application forms for the Instructional Materials Advisory Panel and the Content Review Panel for the 2004 Health Adoption. The application forms are attached and we request your approval. In coordination with history-social science, the Curriculum Commission will brief publishers on the evaluation criteria for the 2004 Health Adoption on May 16.

This concludes the Curriculum Commission's report for April. As always, we welcome your direction on all matters related to the Curriculum Commission.

Sincerely,



Karen Yamamoto, Chair
Curriculum Development and Supplemental Materials Commission

Attachments:

- [#2: Health Instructional Materials Advisory Panel Application Form](#)
- [#3: Health Content Review Panel Application Form](#)

KY:tpa

cc: Members, State Board of Education
Jack O'Connell, State Superintendent of Public Instruction
Gavin Payne, Chief Deputy Superintendent
Sue Stickel, Deputy Superintendent, Curriculum and Instruction
Rae Belisle, Executive Director, State Board of Education
Members, Curriculum Commission
Thomas Adams, Acting Executive Secretary, Curriculum Commission

DRAFT DRAFT DRAFT DRAFT DRAFT

**Curriculum Development and Supplemental Materials Commission
Application for Appointment to the
2004 Health Primary Adoption
Primary Adoption of Instructional Materials**

Instructional Materials Advisory Panel (IMAP)

What is the role of a Health Instructional Materials Advisory Panel (IMAP) member?

Participation as a Health IMAP is a tremendous professional opportunity and responsibility. It represents a significant commitment of time and personal energy. The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) serves as an advisory body to the California State Board of Education (State Board) and appoints a panel of content reviewers to study and recommend instructional materials for use in grades K-8 that meet the State Board's Evaluation Criteria for this adoption. Instructional Materials Advisory Panel (IMAP) members play a significant role in the instructional materials adoption process. IMAP members review submitted materials according to State Board-adopted criteria and ensure that the content of materials is in alignment with the curriculum framework. IMAP members review materials for content, as well as program organization, assessment, universal access, and instructional planning and support. IMAP members, in collaboration with subject matter experts, decide whether to recommend instructional materials for adoption to the Curriculum Commission. IMAP members should be primarily teachers that have direct classroom experience in teaching health education.

What are the important dates for the 2004 Health Primary Adoption of Instructional Materials?

Individuals appointed to the IMAP will participate in four days of training April 6-9, 2004 and five days of program deliberations July 19-23, 2004. Each IMAP member will conduct an independent review of all the instructional materials submitted for the adoption between April 2004 and July 2004, and will report on his or her findings at the deliberations. Depending on the number of submissions, most panels may not review more than three programs. Each IMAP/CRP panel will produce a joint advisory report to the Curriculum Commission on the reviewed programs.

Application Instructions

(Completed applications must be received by Wednesday, August 6, 2003)

The complete application must be mailed to:

Curriculum Frameworks & Instructional Resources Office

California Department of Education

P.O. Box 944272

Sacramento, CA 94244-2720

Attn: Olga C. Uribe, Lead Health Primary Adoption Consultant

FAX (916) 319-0172

(Please note: Original signatures are required. If the application is faxed, the original must follow by mail. Incomplete or late applications will not be considered. **E-mailed applications will not be accepted.**

A completed application includes:

- Application Parts I-V with required signatures and signed disclosure statement;
- Additional pages in answer to the written response questions (part III);
- Applicant's abbreviated curriculum vitae/resume (2-3 pages)

Questions?

If you have any questions regarding the application packet, please contact Olga C. Uribe, Education Programs Consultant in the Curriculum Frameworks & Instructional Resources Office (CFIR) at (916) 319-0452, or email at: ouribe@cde.ca.gov.

DRAFT

Curriculum Development and Supplemental Materials Commission

Applications must be received in Sacramento by **Wednesday, August 6, 2003**

Return to: Curriculum Frameworks & Instructional Resources Office
California Department of Education, P.O. Box 944272
Sacramento, California 94244-2720
Contact: Olga C. Uribe, (916) 319-0452

Application for the 2004 Health Primary Adoption

Instructional Materials Advisory Panel

Part I: Personal Information

Name _____
(Last) (First) (Middle)

Home Address _____

City _____ State _____ Zip _____

Home Phone (____) _____ Business Phone (____) _____

FAX (____) _____ Email _____

Employer _____ Position _____
(name of School District, Organization, College or University,
County Office of Education, other)

Business Address _____

City _____ County _____ State _____ Zip _____

District Superintendent _____ Phone (____) _____
(or comparable administrator)

Address _____
(if different from above)

City _____ County _____ State _____ Zip _____

Areas(s) of Expertise: (Check all areas that apply)

____ Primary (K-3) ____ Middle (4-8) ____ High (9-12) ____ College/University

__ Health Education; __ Physical Education; __ Health Services; __ Nutrition Services; __ Psychological and Counseling Services; __ Health Promotion For Staff; __ Safe and Healthy School Environment; __ Parent/Community Involvement; ____ Other (specify):

Briefly describe your current (or most recent) responsibilities as they relate to health instruction in the context of a coordinated school health system. Please include references to your grade level expertise.

Previous Experience. Have you served as an IMAP previously? If so, when? Have you had any recent experience with a formal process involving instructional materials review or adoption at the state or local level?

List your Degrees, Professional Licenses, Subject Areas and Higher Education Institutions:

Part II – Acknowledgements

Under state law, appointees' necessary travel expenses and per diem (i.e., lodging, meals, and incidental expenses) are reimbursable within prescribed limits. ***Individual stipends and employer reimbursements for substitute personnel are NOT available.*** In acknowledgment of the commitment and the financial limitations, the following signatures are required.

Applicant's Acknowledgment
I understand that this application becomes public information when submitted. I also understand that serving as a member of a Health Primary Adoption IMAP is demanding in terms of time and personal energy for a period of about three months. (Please see Attachment B for specific dates). I expressly recognize that, if appointed as an IMAP member, I must: <ul style="list-style-type: none">➤ Participate in the entire training session on responsibilities and procedures of the K-8 IMAP and be present during the formal presentations by publishers submitting materials for adoption consideration during the week of April 6-9, 2004, in Sacramento, CA.➤ Expect to spend a substantial amount of time conducting my own independent review of the materials submitted for consideration as assigned to me; and➤ Participate in the entire IMAP deliberations in Sacramento, July 19-23, 2004.
Printed Name of Applicant

Supervisor's/Employer's Acknowledgment			
<ul style="list-style-type: none"> ➤ We understand that the evaluation of instructional materials will be personally and professionally demanding on our comprehensive school health system employee. ➤ We have read the information provided regarding the Health Primary Adoption IMAP process. We believe this applicant is knowledgeable, flexible, responsible, and capable of contributing meaningfully and constructively in this evaluation process. ➤ We believe this applicant works well with others. ➤ We recommend this applicant for appointment to an IMAP. ➤ If this applicant is appointed to the Health Primary Adoption IMAP, our organization will provide release time and other support as mutually agreed to by the organization and the applicant in order to facilitate the applicant's participation. 			
Printed Name of Immediate Supervisor (e.g. School Principal)		Printed Name of Authorized Employer Representative (e.g. District Superintendent)	
Signature of Immediate Supervisor	Date	Signature of Authorized Employer Representative	Date

Part III – Short Written Response Questions

Please address each of the following questions thoughtfully and concisely. You may use additional sheets if necessary. You are encouraged to fit your answer into the space provided. If you do not have direct experience as an educator, please address the questions based on your personal or professional interest and expertise in health education instruction. The *California Health Framework* is available on our Web site at: www.cde.ca.gov/cfir.

<p>1. According to the <i>Health Framework</i>, there must be a focus on developing lifelong health-related attitudes and behaviors. Describe how you promote this focus in your classroom or in your area of responsibility.</p>

2. The *Health Framework* features eight different grade level expectations, and nine content areas within health education. How would you expect instructional resources to support these?

DRAFT

3. The *Health Framework* describes eight components of coordinated school health; health education is one of those components. Please describe how you have successfully integrated two or more components of coordinated school health in your work with students.

4. Explain why you would like to serve as an IMAP member and how your academic and professional background and preparation would contribute to this process.

DRAFT

Part IV - Professional References

Professional References: Please list three professional references. These should be people unrelated to you who are familiar with your work, background, and talents.

1. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

2. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

3. Reference's Name	Position	
Address	Phone Number	
City	State	Zip Code

Letter(s) of Recommendation: Letters of recommendation may be attached, but are not required.

Part V
State of California
State Board of Education

Advisory Body Disclosure Statement

First Name	Last Name	() Home Phone	() Business Phone
Street Address	City	State	Zip

Your answers below will serve as the disclosure of certain information required by California Code of Regulations, Title 5, Division 1, Chapter 20, Subchapter 5, State Board of Education—Conflict of Interest Code, §18600, General Provisions.

According to the State Board of Education Conflict of Interest Code (Attachment A), instructional materials evaluation panel members are considered to be in Disclosure Category I. This requires disclosure of “investments, business positions, and income to the extent that they know or have reason to know that the business entity in which the investment or business position is held or the source of income is a publishers, manufacturer, or vendor of instructional materials, or services offered to educational institutions in the State of California.” Such evaluators are also required to disclose investments, positions of management, and/or income from any private school in the State of California. Applicants accepted for service on an IMAP will be required to fill out a FPPC Form 700, Statement of Economic Interests, disclosing any investments/income in these categories. Applicants should not have worked for a publisher involved in the adoption, prior to a year before appointment by the State Board.

Your candid and complete answers to the following questions will assist in determining your eligibility for appointment if any questions arise.

1. Are you, or your spouse, currently employed by or currently under contract to any person, firm, or organization that has submitted or is likely to submit instructional materials for adoption in the State of California?

Yes No Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible. Include when the employment or contract began and ended. (Attach additional sheets if necessary).

2. Have you, or your spouse, ever been employed by or had any other kind of contractual relationship with any person, firm, or organization that has submitted or is likely to submit instructional materials for adoption in the State of California?

Yes No Uncertain

If Yes, or Uncertain, please explain and provide as much detail as possible. Include when the employment or contract began and ended. (Attach additional sheets if necessary).

3. Do you, or your spouse, expect to receive any royalty payments from any publishers, previous publications, or standby consulting during the period from April 2004 through April 2004?

Yes No Uncertain

If Yes, or Uncertain, please explain and provide as much detail as possible. Include when you or your spouse received or will receive payment. (Attach additional sheets if necessary).

4. Were you, or your spouse, within the past year, an author, contributor, editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted for the 2004 Health Primary Adoption?

Yes No Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible. (Attach additional sheets if necessary).

5. Have you, or your spouse, received compensation within the last year, or do you expect to receive compensation, or do you have, or did you have within the last year, any other kind of contractual relationship with any organization which is either a subsidiary, parent organization, or "sister organization" of any entity that has submitted or will submit instructional material for adoption in the State of California?

Yes No Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible. Please include when you or your spouse received or will receive any compensation and the dates when the contractual relationship began and ended. (Attach additional sheets if necessary).

Signature

Date

REMINDER! Completed applications must be received by Wednesday, August 6, 2003, and include:

- Application Parts I-V with required signatures and signed disclosure statement
- Additional pages in answer to the written response questions (part III)
- Applicant's abbreviated curriculum vitae/resume (2-3 pages)

Application must be mailed to:

Curriculum Frameworks & Instructional Resources Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
FAX (916) 319-0172

Incomplete or late applications will not be considered.

ATTACHMENT A
State Board of Education – Conflict of Interest Code

California Code of Regulations
TITLE 5. Education
Division 1. State Department of Education
Chapter 20. State Board of Education Procedures
Subchapter 5. State Board of Education--Conflict of Interest Code
§18600. General Provisions.

The Political Reform Act, Government Code Sections 81000, et seq., requires state and local government agencies to adopt and promulgate Conflict of Interest Codes. The Fair Political Practices Commission has adopted a regulation, 2 Cal. Code of Regulations Section 18730, which contains the terms of a standard Conflict of Interest Code, which can be incorporated by reference, and which may be amended by the Fair Practices Commission to conform to amendments in the Political Reform Act after public notice and hearings. Therefore, the terms of 2 Cal. Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission, along with the attached Appendix which officials and employees are designated and disclosure categories are set forth, are hereby incorporated by reference and constitute the of Interest Code of the State Board of Education, except as provided below.

Designated employees shall file statements of economic interests with the California Department of Education. Upon receipt of the statements of members of the board, the California Department of Education shall make and retain a copy and forward the original of these statements to the Fair Political Practices Commission.

Exception: As provided in 2 Cal. Code of Regulations Section 18730(b)(1), the definitions contained in the Political Reform Act of 1974 shall apply to the terms used in this Code except that neither the term "investment" nor the term "business entity" shall operate to exclude any private school in California, whether or not such school is operated for profit.

NOTE

Authority cited: Sections 87300, 87304, and 87306, Government Code.
Reference: Sections 87300 et seq., Government Code.

Appendix

Designated Employees	Disclosure Category
Members of the State Board of Education	I, II
Members of the Curriculum Development and Supplemental Materials Commission and respective instructional materials evaluation panels, the Advisory Commission on Special Education, the Child Nutrition Advisory Council, the Commission on Technology in Learning, and any other commission, committee, council, or similar group which is not solely advisory and which reports to the State Board of Education.....	I

Disclosure Categories

Category I. Persons in this category shall report investments, business positions, and income to the extent that they know or have reason to know that the business entity in which the investment or business position is held or the source of income is a publisher, manufacturer, or vendor of instructional materials, or services offered to educational institutions in State of California. They shall also report any investments, positions of management and income from any private school in the State of California.

Category II. Persons in this category shall report interests in real property in California.

Attachment B

**2004 Health Primary Adoption Timeline
(SBE Adopted December 13, 2002)**

Dates	Key Events
March 6, 2002	State Board adopts Framework and evaluation criteria
November 14-15, 2002	Curriculum Commission recommends timeline to SBE on adoption of instructional materials
December 2002 - January 2003	State Board reviews and approves timeline on K-8 adoption of instructional materials
April 2003	Framework and evaluation criteria briefing for publishers
March 1 – August 1, 2003	Recruit Instructional Materials Advisory Panels (IMAPs) and Content Review Panels (CRPs)
September 2003	Commission votes to recommend IMAPs and CRPs to State Board
October 3, 2003	Notification of Invitation to Submit Meeting sent to producers and publishers of instructional materials.
November 7, 2003	Deadline for publisher response to Invitation to Submit Meeting (ITS).
November 2003	SBE action on IMAP and CRP nominees
December 12, 2003	Invitation to Submit meeting for representatives of publishers/producers.
February 27, 2004	Deadline for receipt by California Department of Education (CDE) of submission diskette, technology requirements, and Publisher's Checklist indicating Alternate Sampling Plan requests. Publishers also provide a short narrative description of the planned submission.
March 12, 2004	Distribution by CDE of requests for price quotations.
March 19, 2004	Deadline for publishers to request written permission from CDE to sample materials in other than final form.
April 6-9, 2004	IMAP & CRP training and publisher presentations.
April 13, 2004	Deadline for instructional resource samples and Standards Maps to be received by designated sites and persons as directed by the Department.
May 20-21, 2004	Legal and Social Compliance Review
May 2004	Materials on display at Learning Resource Display Centers (LRDCs) throughout the state. Forms for public comment are available at the centers.
June 10, 2004	Deadline for receipt by CDE of price quotations, including transportation costs
June 25, 2004	Distribution of notices of noncompliance with social content requirements to publishers/producers
July 8, 2004	Deadline for publishers/producers to withdraw from the adoption
July 19-23, 2004	Deliberations by CRPs and IMAPs
July 30, 2004	Deadline for receipt by CDE of publishers' responses to noncompliance notices (legal compliance)
September 2004	Curriculum Commission Meeting: Public hearings conducted by Subject Matter Committee(s) and full Commission; Commission takes action
September 2004	Notify public regarding LRDC public display of recommended resources for adoption
September-October 2004	Required 30-day public display of recommended resources at LRDCs. Forms for public

Dates	Key Events
	comment are available at the centers.
October 2004	If needed, edits/corrections meeting
November 2004	Curriculum Commission presents recommendations to State Board of Education (SBE)
December 2004	State Board holds public hearing and takes final action
December 2004-January 2005	Finalize SBE Adoption Report – Post on SBE and CDE web site
December 2004-January 2005	Distribution of Price Lists and Order Forms to school Districts
January 2005	Post adoption briefing for all approved publishers
February 9, 2005	Deadline for receipt of final printed resources including legal compliance corrections or change (60 days after SBE action)
February 2005	Deadline for publisher to send materials for Braille Transcription

DRAFT

DRAFT DRAFT DRAFT DRAFT DRAFT**Curriculum Development and Supplemental Materials Commission****Application for Appointment to the
2004 Health Primary Adoption*****Content Review Panel*****What is the function of the Content Review Panel (CRP) and what role do they play in relation to the Instructional Materials Advisory Panel (IMAP)?**

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) serves as an advisory body to the California State Board of Education (State Board) and appoints a panel of content experts (usually scholars with a doctorate in the subject area) to validate the content accuracy, based on current and confirmed research, of K-8 instructional materials submitted by publishers for adoption. The content review panel in consultation with the instructional materials advisory panel recommend instructional materials that meet the State Board's Evaluation Criteria for a specific adoption for use in grades K-8. The IMAPs and CRPs produce a joint advisory report for each program reviewed by that panel.

For the 2004 Health Primary Adoption, each IMAP will have available at least two CRP members. The CRP advises the IMAP on issues of health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, safe and healthy school environment, parent and community involvement. These eight components comprise coordinated school health education to support and reinforce instruction on healthy behaviors and health literacy for students. During the independent review each IMAP member conducts, the CRPs are available to answer individual questions. During deliberations and report-writing, the CRPs advise the IMAP on the same issues. The CRP members have college or university level teaching experience and an advance degree in health, or related field.

In addition to participating in the training and deliberations of the IMAP, the CRP members conduct their own independent review of the materials submitted to the panels. Materials are reviewed for content, program organization, assessment, universal access and instructional planning and support. The CRP members participate fully in the review process, including the training, independent materials review, deliberations, and the joint advisory report writing.

What are the important dates for the 2004 Health Primary Adoption of Instructional Materials?

Individuals appointed to the panels will participate in four days of training on April 6-9, 2004, and in five days of program deliberations July 19-23, 2004. IMAPs and CRPs will conduct independent reviews of all instructional materials submitted for the adoption and assigned to the specific panel, between April 2004 and July 2004. Most panels will review no more than two to three programs. Each IMAP/CRP member reports on his or her findings at the deliberations. Each IMAP/CRP panel will produce a joint advisory report to the Curriculum Commission for each program the panel has reviewed.

Application Instructions

(Completed applications must be received by Wednesday, August 6, 2003)

The complete application must be mailed to:

Curriculum Frameworks & Instructional Resources Office

California Department of Education

P.O. Box 944272

Sacramento, CA 94244-2720

Attn: Olga C. Uribe, Lead Health Adoption Consultant

FAX (916) 319-0172

(Please note: Original signatures are required. If the application is faxed, the original must follow by mail. Incomplete or late applications will not be considered. **E-mailed applications will not be accepted.**

A completed application includes:

- Application Parts I-V with required signatures and signed disclosure statement;
- Additional pages in answer to the written response questions (part III); and
- Applicant's abbreviated curriculum vitae/resume (2-3 pages)

Questions?

If you have any questions regarding the application packet, please contact Olga C. Uribe, Education Programs Consultant in the Curriculum Frameworks & Instructional Resources Office (CFIR) at (916) 319-0452, or email at ouribe@cde.ca.gov.

Curriculum Development and Supplemental Material Commission

Applications must be received in Sacramento by Wednesday, **August 6, 2003**
Return to: Curriculum Frameworks & Instructional Resources Office
California Department of Education, P.O. Box 944272
Sacramento, California 94244-2720
Contact: Olga C. Uribe, (916) 319-0452

**Application for the 2004 Health Primary Adoption
Content Review Panel**

Part I: Personal Information

Name _____
(Last) (First) (Middle)

Home Address _____

City _____ State _____ Zip _____

Home Phone () _____ Business Phone () _____

FAX () _____ Email _____

Employer _____ Position _____
(name of School District, Organization, College or University, County Office of Education, other)

Business Address _____

City _____ County _____ State _____ Zip _____

District Superintendent _____ Phone () _____
(or comparable administrator)

Address _____
(if different from above)

City _____ County _____ State _____ Zip _____

Area(s) of Expertise: (Check all areas that apply).

___ Primary (K-3) ___ Middle (4-8) ___ High (9-12) ___ College/University

___ Health Educator; ___ Physical Education Educator; ___ Nutrition Services Educator; ___ Psychological and Counseling Services Educator; ___ Other:

Academic Preparation. An advanced degree in Health or Health related field is required. Please list degrees, professional licenses, related higher education institutions, and attach Curriculum Vitae.

Briefly describe your current (or most recent) responsibilities as they relate to health (or related field) at the college or university level teaching experience.

Previous Experience. Have you served as an IMAP or CRP previously? If so, when? Have you had any recent experience with a formal process involving instructional materials review or adoption at the state or local level?

The following information is optional but would be helpful to ensure that the advisory body has balanced representation. (Government Code Sections 11140-11141).

<input type="checkbox"/> Asian	<input type="checkbox"/> Native American	<input type="checkbox"/> Male
<input type="checkbox"/> African American	<input type="checkbox"/> Pacific Islander	<input type="checkbox"/> Female
<input type="checkbox"/> Filipino	<input type="checkbox"/> White	<input type="checkbox"/> Decline to state
<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other (specify)	

Part II – Acknowledgements

Under state law, only appointees’ necessary travel expenses and per diem (i.e., lodging, meals, and incidental expenses) are reimbursable within prescribed limits. ***Individual stipends and employer reimbursements for***

substitute personnel are NOT available. In acknowledgment of the commitment and the financial limitations, the following signatures are required.

Applicant's Acknowledgment	
<p>I understand that this application becomes public information when submitted. I also understand that serving as a member of a health IMAP/CRP is demanding in terms of time and personal energy for a period of about three months. (Please see Attachment B for specific dates). I expressly recognize that, if appointed as a IMAP/CRP member, I must:</p> <ul style="list-style-type: none"> ➤ Participate in the entire training session on responsibilities and procedures and be present during the formal presentations by publishers submitting K-8 instructional materials for adoption consideration during the week of April 6-9, 2004, in Sacramento, CA. ➤ Expect to spend a substantial amount of time conducting my own independent review of the materials submitted for consideration as assigned to me; and ➤ Participate in the entire IMAP/CRP deliberations in Sacramento, July 19-23, 2004. 	
Printed Name of Applicant	
Signature of Applicant	Date

Supervisor's/Employer's Acknowledgment	
<ul style="list-style-type: none"> ➤ We understand that the evaluation of instructional materials is personally and professionally demanding on our health expert employee. ➤ We have read the information provided above regarding the health IMAP/CRP processes. ➤ We believe this applicant is knowledgeable, flexible, responsible, and capable of contributing meaningfully and constructively in this evaluation process. ➤ We believe this applicant works well with others. ➤ We recommend this applicant for appointment to an IMAP/CRP. ➤ If this applicant is appointed to the health IMAP/CRP <i>our organization will provide release time and other support</i> as mutually agreed to by the organization and the applicant in order to facilitate the applicant's participation. 	
Printed Name of Immediate Supervisor (e.g. School Principal)	Printed Name of Authorized Employer Representative (e.g. District Superintendent)
Signature of Immediate Supervisor	Signature of Authorized Employer Representative
Date	Date

Part III – Short Written Response Questions

Please address each of the following questions thoughtfully and concisely. You may use additional sheets if necessary. You are encouraged to fit your answer into the space provided. If you do not have direct experience as an educator, please address the questions based on your personal or professional interest in and expertise in health or in a coordinated school health, particularly health education. The *California Health Framework* is available on our Web site at: www.cde.ca.gov/cfir.

1. According to the *Health Framework*, there must be a focus on developing lifelong health-related attitudes and behaviors. What elements would you look for in (a) student materials and (b) teacher materials to support this focus?

DRAFT

2. The *Health Framework* features eight different grade level expectations, and nine content areas within health education. How would you expect instructional resources to support these?

DRAFT

3. The *Health Framework* describes eight components of coordinated school health; health education is one of those components. Please describe how school staff can integrate three or more components of coordinated school health in their work with students.

4. Explain why you would like to serve as a CRP member and how your academic and professional background and preparation would contribute to this process.

DRAFT

Part IV - Professional References

Professional References: Please list three professional references. These should be people unrelated to you who are familiar with your work, background, and talents.

1. Reference's Name		Position	
Address		Phone Number	
City	State	Zip Code	

2. Reference's Name		Position	
Address		Phone Number	
City	State	Zip Code	

3. Reference's Name		Position	
Address		Phone Number	
City	State	Zip Code	

Letter(s) of Recommendation: Letters of recommendation may be attached, but are not required.

Part V
State of California
State Board of Education

Advisory Body Disclosure Statement

_____	_____	()	()
First Name	Last Name	Home Phone	Business Phone
_____		_____	_____
Street Address		City	State Zip

Your answers below will serve as the disclosure of certain information required by California Code of Regulations, Title 5, Division 1, Chapter 20, Subchapter 5, State Board of Education—Conflict of Interest Code, §18600, General Provisions.

According to the State Board of Education Conflict of Interest Code (Attachment A), instructional materials evaluation panel members are considered to be in Disclosure Category I. This requires disclosure of “investments, business positions, and income to the extent that they know or have reason to know that the business entity in which the investment or business position is held or the source of income is a publishers, manufacturer, or vendor of instructional materials, or services offered to educational institutions in the State of California.” Such evaluators are also required to disclose investments, positions of management, and/or income from any private school in the State of California. Applicants accepted for service on an CRP will be required to fill out a FPPC Form 700, Statement of Economic Interests, disclosing any investments/income in these categories. Applicants should not have worked for a publisher, prior to a year before appointment by the State Board.

Your candid and complete answers to the following questions will assist in determining your eligibility for appointment if any questions arise.

2. Are you, or your spouse, currently employed by or currently under contract to any person, firm, or organization that has submitted or is likely to submit instructional materials for adoption in the State of California?

Yes No Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible. Include when the employment or contract began and ended. (Attach additional sheets if necessary).

2. Have you, or your spouse, ever been employed by or had any other kind of contractual relationship with any person, firm, or organization that has submitted or is likely to submit instructional materials for adoption in the State of California?

Yes No Uncertain

If Yes, or Uncertain, please explain and provide as much detail as possible. Include when the employment or contract began and ended. (Attach additional sheets if necessary).

3. Do you, or your spouse, expect to receive any royalty payments from any publishers, previous publications, or standby consulting during the period from April 2004 through April 2004?

Yes No Uncertain

If Yes, or Uncertain, please explain and provide as much detail as possible. Include when you or your spouse received or will receive payment. (Attach additional sheets if necessary).

-
4. Were you, or your spouse, within the past year, an author, contributor, editor of (or consultant on) any textbook, other curriculum material, or project proposal that is likely to be submitted for the 2004 Health Primary Adoption?

Yes No Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible. (Attach additional sheets if necessary).

5. Have you, or your spouse, received compensation within the last year, or do you expect to receive compensation, or do you have, or did you have within the last year, any other kind of contractual relationship with any organization which is either a subsidiary, parent organization, or "sister organization" of any entity that has submitted or will submit instructional material for adoption in the State of California?

Yes No Uncertain

If Yes or Uncertain, please explain and provide as much detail as possible. Please include when you or your spouse received or will receive any compensation and the dates when the contractual relationship began and ended. (Attach additional sheets if necessary).

Signature

Date

REMINDER! Completed applications must be received by Wednesday, August 6, 2003, and include:

- Application Parts I-V with required signatures and signed disclosure statement
- Additional pages in answer to the written response questions (part III)
- Applicant's abbreviated curriculum vitae/resume (2-3 pages)

Application must be mailed to:

Curriculum Frameworks & Instructional Resources Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
FAX (916) 319-0172

Incomplete or late applications will not be considered.

State Board of Education – Conflict of Interest Code

California Code of Regulations
TITLE 5. Education
Division 1. State Department of Education
Chapter 20. State Board of Education Procedures
Subchapter 5. State Board of Education--Conflict of Interest Code
§18600. General Provisions.

The Political Reform Act, Government Code Sections 81000, et seq., requires state and local government agencies to adopt and promulgate Conflict of Interest Codes. The Fair Political Practices Commission has adopted a regulation, 2 Cal. Code of Regulations Section 18730, which contains the terms of a standard Conflict of Interest Code, which can be incorporated by reference, and which may be amended by the Fair Practices Commission to conform to amendments in the Political Reform Act after public notice and hearings. Therefore, the terms of 2 Cal. Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission, along with the attached Appendix which officials and employees are designated and disclosure categories are set forth, are hereby incorporated by reference and constitute the of Interest Code of the State Board of Education, except as provided below.

Designated employees shall file statements of economic interests with the California Department of Education. Upon receipt of the statements of members of the board, the California Department of Education shall make and retain a copy and forward the original of these statements to the Fair Political Practices Commission.

Exception: As provided in 2 Cal. Code of Regulations Section 18730(b)(1), the definitions contained in the Political Reform Act of 1974 shall apply to the terms used in this Code except that neither the term "investment" nor the term "business entity" shall operate to exclude any private school in California, whether or not such school is operated for profit.

NOTE

Authority cited: Sections 87300, 87304, and 87306, Government Code.
Reference: Sections 87300 et seq., Government Code.

Appendix

Designated Employees	Disclosure Category
Members of the State Board of Education	I, II
Members of the Curriculum Development and Supplemental Materials Commission and respective instructional materials evaluation panels, the Advisory Commission on Special Education, the Child Nutrition Advisory Council, the Commission on Technology in Learning, and any other commission, committee, council, or similar group which is not solely advisory and which reports to the State Board of Education.....	I

Disclosure Categories

Category I. Persons in this category shall report investments, business positions, and income to the extent that they know or have reason to know that the business entity in which the investment or business position is held or the source of income is a publisher, manufacturer, or vendor of instructional materials, or services offered to educational institutions in State of California. They shall also report any investments, positions of management and income from any private school in the State of California.

Category II. Persons in this category shall report interests in real property in California.

ATTACHMENT B

**2004 Health Primary Adoption Timeline
(SBE Adopted: December 13, 2002)**

Dates	Key Events
March 6, 2002	State Board adopts Framework and evaluation criteria
November 14-15, 2002	Curriculum Commission recommends timeline to SBE on adoption of instructional materials
December 2002 - January 2003	State Board reviews and approves timeline on K-8 adoption of instructional materials
April 2003	Framework and evaluation criteria briefing for publishers
March 1 – August 1, 2003	Recruit Instructional Materials Advisory Panels (IMAPs) and Content Review Panels (CRPs)
September 2003	Commission votes to recommend IMAPs and CRPs to State Board
October 3, 2003	Notification of Invitation to Submit Meeting sent to producers and publishers of instructional materials.
November 7, 2003	Deadline for publisher response to Invitation to Submit Meeting (ITS).
November 2003	SBE action on IMAP and CRP nominees
December 12, 2003	Invitation to Submit meeting for representatives of publishers/producers.
February 27, 2004	Deadline for receipt by California Department of Education (CDE) of submission diskette, technology requirements, and Publisher's Checklist indicating Alternate Sampling Plan requests. Publishers also provide a short narrative description of the planned submission.
March 12, 2004	Distribution by CDE of requests for price quotations.
March 19, 2004	Deadline for publishers to request written permission from CDE to sample materials in other than final form.
April 6-9, 2004	IMAP & CRP training and publisher presentations.
April 13, 2004	Deadline for instructional resource samples and Standards Maps to be received by designated sites and persons as directed by the Department.
May 20-21, 2004	Legal and Social Compliance Review
May 2004	Materials on display at Learning Resource Display Centers (LRDCs) throughout the state. Forms for public comment are available at the centers.
June 10, 2004	Deadline for receipt by CDE of price quotations, including transportation costs
June 25, 2004	Distribution of notices of noncompliance with social content requirements to publishers/producers
July 8, 2004	Deadline for publishers/producers to withdraw from the adoption
July 19-23, 2004	Deliberations by CRPs and IMAPs
July 30, 2004	Deadline for receipt by CDE of publishers' responses to noncompliance notices (legal compliance)

Dates	Key Events
September 2004	Curriculum Commission Meeting: Public hearings conducted by Subject Matter Committee(s) and full Commission; Commission takes action
September 2004	Notify public regarding LRDC public display of recommended resources for adoption
September-October 2004	Required 30-day public display of recommended resources at LRDCs. Forms for public comment are available at the centers.
October 2004	If needed, edits/corrections meeting
November 2004	Curriculum Commission presents recommendations to State Board of Education (SBE)
December 2004	State Board holds public hearing and takes final action
December 2004-January 2005	Finalize SBE Adoption Report – Post on SBE and CDE web site
December 2004-January 2005	Distribution of Price Lists and Order Forms to school Districts
January 2005	Post adoption briefing for all approved publishers
February 9, 2005	Deadline for receipt of final printed resources including legal compliance corrections or change (60 days after SBE action)
February 2005	Deadline for publisher to send materials for Braille Transcription

DRAFT



APRIL 2003 AGENDA

SUBJECT Approval of 2002-2003 Consolidated Applications.	X	ACTION
		INFORMATION
		PUBLIC HEARING

Recommendation:

The California Department of Education (CDE) recommends that the State Board of Education (SBE) approve the 2002-2003 Consolidated Applications (ConApps) submitted by local educational agencies (LEAs).

Summary of Previous State Board of Education Discussion and Action

To date, the SBE has approved ConApps for 1,153 LEAs. This is the second year LEAs have completed, and submitted the ConApp via a software package downloaded from the Internet. This mechanism substantially decreased calculation errors and the time needed for review and approval.

Each year the CDE, in compliance with *California Code of Regulations*, Title 5, section 3920, recommends that SBE approve applications for funding Consolidated Categorical Aid Programs submitted by LEAs.

There are 16 state and federal programs that LEAs may apply for in the ConApp. Approximately, \$2.4 billion is distributed annually through the ConApp process. The state funding sources include: School Improvement Program, Economic Impact Aid (which is used for State Compensatory Education (SCE) and/or English Learners), Miller-Unruh, Tobacco Use Prevention Education, 10th Grade Counseling, Peer Assistance Review, and School Safety (AB 1113). 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 II, Part D (Technology); Title III, Part A (LEP Students); Title IV, Part A (SDFSC); Title V, Part A (Innovative); and Title VI, Part B (Rural, Low-Income).

Summary of Key Issue(s)

ConApps are presented to SBE for approval after they have been reviewed. CDE recommendation is based upon application completeness and the status of outstanding compliance issues.

Fiscal Analysis (as appropriate)

None.

Attachment(s)

Attachment 1: List of Consolidated Applications Recommended for Approval (Page 1-1)

List of Consolidated Applications Recommended for Approval

CDS Code	Local Educational Agency Name
37 68023 6037980	Mueller (Robert L.) Charter Elementary
37 68023 6115778	Chula Vista Learning Community Charter

Number of LEAs Recommended for Approval: 2

Supplemental Memorandum

To: STATE BOARD MEMBERS

Date: March 25, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM #26

Subject: APPROVAL OF 2002-2003 CONSOLIDATED APPLICATIONS.

Please replace Attachment 1 with the following attachment:

[Attachment 1](#): List of Consolidated Applications Recommended for Approval (Page 1-1)

List of Consolidated Applications Recommended for Approval

CDS Code	Local Educational Agency Name
37 68023 6115778	Chula Vista Learning Community Charter
43 69427 4330726	Escuela Popular Accelerated Family Learning Center
37 68023 6037980	Mueller (Robert L.) Charter Elementary
37 68338 0000000	San Diego City Unified School District

Number of LEAs Recommended for Approval: 4

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. WC-1

<p>TITLE: Request by Pleasanton Unified School District to waive <i>Education Code</i> Section 60851 (a), “the requirement to successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for one special education student.</p> <p>CDSIS: 17-12-2002</p>	<p>_____ ACTION _____ INFORMATION _____ PUBLIC HEARING _____ X CONSENT</p>
--	---

RECOMMENDATION:

The Department recommends:

Approval, for **Student 112**, a waiver of the requirement to “successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for the **mathematics portion of the test**.

Summary of Previous State Board of Education Discussion and Action:

In December 2001, the State Board of Education (SBE) adopted Policy # 01-07, California High School Exit Examination: Waiver of Test Passage for Specific Special Education Students. The authority for this waiver is *Education Code (EC) 56101*, the “child specific” waiver necessary or beneficial to the content and implementation of a pupil’s Individual Educational Program (IEP).

Summary of Key Issue(s):

EC 60851 (a) signed by the Governor in March 1999, states “commencing with the 2003-04 school year and each school year thereafter, each pupil completing grade 12 shall successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school.”

The waiver of *EC* 60851 (a) allows students who have taken the CAHSEE using a modification that alters what is being tested on one or both portions and received a score of 350 or higher on one or both portions to graduate without having completed the “successful passage of the CAHSEE.” Information reviewed from each student requesting a waiver includes: 1) an IEP or Section 504 Plan reviewed and approved by the student’s IEP team and parent dated prior to the exam, that indicates all of the accommodations and/or modifications that the student needs to access and participate in statewide assessments, 2) a certified transcript showing sufficient high-school-level coursework (either satisfactorily completed or in progress) in a high-school level curriculum sufficient to have gained the skills and knowledge otherwise needed to pass the CAHSEE, and 3) a copy of the CAHSEE Student Parent Report showing the “equivalent of a passing score.”

The school district has provided all required documentation that indicates the nature of the student's disability, the rationale as to why the modification(s) used to achieve the equivalent of a passing score was necessary to allow the student to access the test, evidence that the student is being successful in sufficient high-school-level coursework to complete a high school curriculum of sufficient rigor to have gained the skills and knowledge otherwise needed to pass the CAHSEE as well as certification that the student attained the equivalent of a passing score on the mathematics portion of the exam.

Authority for the waiver: E.C. 56101

Request date: 12/11/2002

Effective dates of waiver: 2002-2003 CAHSEE test year

Fiscal Analysis (as appropriate): No Fiscal impact.

Background Information:

Waiver request forms and supporting documents are attached. Further background information is available for inspection in the Waiver Office, if required.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. WC-2

<p>TITLE: Request by San Diego Unified School District to waive <i>Education Code</i> Section 60851 (a), “the requirement to successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for seven special education students.</p> <p>CDSIS: 29-1-2003</p>	<p>_____ ACTION _____ INFORMATION _____ PUBLIC HEARING _____ X CONSENT</p>
---	---

RECOMMENDATION:

The Department recommends:

Approval, for **Student 123, Student 124, Student 125, Student 126, Student 127, Student 128 and Student 130**, a waiver of the requirement to “successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for the **mathematics portion of the test**.

Summary of Previous State Board of Education Discussion and Action:

In December 2001, the State Board of Education (SBE) adopted Policy # 01-07, California High School Exit Examination: Waiver of Test Passage for Specific Special Education Students. The authority for this waiver is *Education Code (EC) 56101*, the “child specific” waiver necessary or beneficial to the content and implementation of a pupil’s Individual Educational Program (IEP).

Summary of Key Issue(s):

EC 60851 (a) signed by the Governor in March 1999, states “commencing with the 2003-04 school year and each school year thereafter, each pupil completing grade 12 shall successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school.”

The waiver of *EC* 60851 (a) allows students who have taken the CAHSEE using a modification that alters what is being tested on one or both portions and received a score of 350 or higher on one or both portions to graduate without having completed the “successful passage of the CAHSEE.” Information reviewed from each student requesting a waiver includes: 1) an IEP or Section 504 Plan reviewed and approved by the student’s IEP team and parent dated prior to the exam, that indicates all of the accommodations and/or modifications that the student needs to access and participate in statewide assessments, 2) a certified transcript showing sufficient high-school-level coursework (either satisfactorily completed or in progress) in a high-school level curriculum sufficient to have gained the

skills and knowledge otherwise needed to pass the CAHSEE, and 3) a copy of the CAHSEE Student Parent Report showing the “equivalent of a passing score.”

The school district has provided all required documentation that indicates the nature of each student’s disability, the rationale as to why the modification(s) used to achieve the equivalent of a passing score was necessary to allow each student to access the test, evidence that each student is being successful in sufficient high-school-level coursework to complete a high school curriculum of sufficient rigor to have gained the skills and knowledge otherwise needed to pass the CAHSEE as well as certification that each student attained the equivalent of a passing score on the mathematics portion of the exam.

Authority for the waiver: *Education Code* Section 56101

Request date: 1/17/2003

Effective dates of waiver: 2002-2003 CAHSEE test year

Fiscal Analysis (as appropriate): No Fiscal impact.

Background Information:

Waiver request forms and supporting documents are attached. Further background information is available for inspection in the Waiver Office, if required.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. WC-3

<p>TITLE: Request by seven school districts for a retroactive waiver of <i>Education Code (EC) Section 60119</i> regarding Annual Public Hearing on the availability of textbooks or instructional materials. These districts have audit findings for fiscal year 2001-2002 that they 1) failed to hold the public hearing, or 2) failed to properly notice (10 days) the public hearing and/or 3) failed to post the notice in the required three public places.</p> <p>CDSIS: 18-2-2003 - Alvina Elementary School District 09-2-2003 – Belridge School District 02-3-2003 – Chualar Union Elementary School District 33-2-2003 – Live Oak Unified School District 09-3-2003 – Los Gatos-Saratoga Joint Union High School District 15-1- 2003 –Orange Center Elementary School District 19-2-2003 – Pope Valley School District</p>	<p>_____ ACTION _____ INFORMATION _____ PUBLIC HEARING <u> X </u> CONSENT</p>
---	--

RECOMMENDATION:

The Department recommends: Approval

Summary of Previous State Board of Education Discussion and Action:

The State Board of Education (SBE) has heard and approved a policy developed by the department of Instructional Materials Sufficiency Waivers of Retroactive audit findings. None of these districts have had a prior year finding and waiver of this type, so this goes to consent.

Summary of Key Issue(s):

During audits for fiscal year 2001-2002, it was discovered that the above local educational agencies did not hold the public hearing notice of sufficiency of instructional materials as required by *EC* Section 60119 or post the required ten days notice of the public hearing.

Since then, the local educational agencies have held a fully compliant hearing and determined that it has sufficient instructional materials for each pupil in each school in the district. California Department of Education (CDE) staff verified all other requirements of the Specific Waiver request and none of the local educational agencies have had a waiver of this education code before for the public hearing and ten day notice requirements in the 1997-98, 1998-99, 1999-00 or 2000-01 years. Without the waiver, the local educational agencies will have to return **\$381,121** to CDE.

Therefore, since the local educational agencies have met the requirements for fiscal year 2002-2003, and agree to comply with *E.C.* 60119 and ensure that the public hearing is held within the fiscal year and that the notice of public hearing is posted for ten days, CDE recommends approval of this waiver request.

Authority for the waiver: *EC* Section 41344.3

Effective dates of request: 7/1/01 to 6/30/02 Audit Year

Fiscal Analysis (as appropriate): This waiver if approved will relieve districts of **\$381,121** in total penalties.

Background Information:

Waiver request forms and supporting documents are available for inspection in the Waiver Office.

Failure to Hold the Public Hearing, and Complete a Local Board Resolution on the Sufficiency of Textbooks and Instructional Materials (within the 2001-2002 fiscal year)

CDSIS-9-2-2003 – Belridge School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$4,733 in Schiff-Bustamante and Instructional Materials funds.
- The auditor found that the district did not have the public hearing noted in the minutes, therefore, the district incurred an audit finding for Education Code Section 60119. The district has since held a fully compliant hearing on March 4, 2003 for the 2002-2003 year. The district has changed their procedures for recording the public hearing separately in the minutes.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-2-3-2003 – Chualar Union Elementary School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$23,460 in Schiff-Bustamante and Instructional Materials funds.
- The auditor cited the district for not holding a public hearing as required by Education Code Section 60119. The district has since held a fully compliant hearing on December 18, 2002 for the 2002-2003 year. The district has added the 60119 public hearing to their calendar to ensure compliance in the future.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-33-2-2003 – Live Oak Unified School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$130,445 in Schiff-Bustamante and Instructional Materials funds.
- The district did not hold the public hearing for Fiscal Year 2001-2002 resulting in an audit finding. The district has since held a fully compliant hearing on September 17, 2002 for the 2002-2003 year. Live Oak has changed their procedures in order to ensure that the district doesn't miss the required public hearing in the future.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-15-1-2003 – Orange Center Elementary School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$27,684 in Schiff-Bustamante and Instructional Materials funds.
- The auditor found that the district failed to hold a public hearing for fiscal year 2001-2002. The district has since held a fully compliant public hearing on January 8, 2003.
- CDE staff verified all other requirements of the Specific Waiver request.

CDSIS-19-2-2003 – Pope Valley School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$5,214 in Schiff-Bustamante and Instructional Materials funds.
- The district failed to hold a public hearing for fiscal year 2001-2002 that resulted in an audit finding. The district had a meeting regarding the new Standards based books but a vote was not taken. The district has since held a fully compliant hearing for Education Code Section 60119 on August 14, 2003. The district has changed their procedures to ensure that this does not happen again.
- CDE staff verified all other requirements of the Specific Waiver request.

Failure to Give Ten days Notice of the Public Hearing on the Sufficiency of Textbooks and Instructional Materials (within the 2001-2002 fiscal year)

CDSIS – 9-3-2003 – Los Gatos-Saratoga Joint Union High School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$175,642 in Schiff-Bustamante and Instructional Materials funds.
- The district failed to post the notice of the 60119 public hearing ten days in advance for fiscal year 2001-2002. The district held a fully compliant hearing for Education Code Section 60119 on December 10, 2002. The district has changed their procedures to ensure that this does not happen again.
- CDE staff verified all other requirements of the Specific Waiver request.

Failure to Post the Notice of the Public Hearing in Three Public Places on the Sufficiency of Textbooks and Instructional Materials (within the 2001-2002 fiscal year)

CDSIS – 18-2-2003 – Alvina Elementary School District

- Audit finding for the 2001-2002 fiscal year that would require the return of \$13,943 in Schiff-Bustamante and Instructional Materials funds.
- The district failed to post the notice of the 60119 public hearing in three public places, instead it was only posted at one place. The district held a fully compliant hearing on October 1, 2002. The district will enact procedures to prevent this from happening again.
- CDE staff verified all other requirements of the Specific Waiver request.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. WC-4

<p>TITLE: Request by Los Angeles Unified School District to waive <i>Education Code</i> (EC) Section 56366.1(g), the August 1 through October 31 timeline on annual certification renewal application for Total Education Solutions.</p> <p>CDSIS: 28-1-2003</p>	<p>_____ ACTION _____ INFORMATION _____ PUBLIC HEARING _____ x CONSENT</p>
--	--

RECOMMENDATION:

The Department recommends: Approval Denial

Summary of Previous State Board of Education Discussion and Action:

The State Board of Education has taken action on many waivers regarding Nonpublic School Certification. The Special Education Division has adopted guidelines to assist staff in the review of these requests.

Summary of Key Issue(s):

- **Total Education Solutions (TES)** failed to submit an application update for 2003. Application updates are due to the Office of Nonpublic Schools and Agencies between August 1 and October 31.
- TES has been a certified nonpublic agency since 1999. They have gone through the annual renewal process three times. This is the first time they have failed to submit an updated application. TES missed the application deadline due to a misunderstanding of the certification process, **and they have since submitted the renewal application.**

Authority for the waiver: *Education Code* Section 56101

Bargaining unit(s) consulted on: N/A

Position of bargaining unit (choose only one):

Neutral Support Oppose

Name of bargaining unit representative

Local board approval date: N/A

Effective dates of request: November 1, 2002 – April 11, 2003

Fiscal Analysis (as appropriate): No fiscal impact.

Background Information: *Documentation is attached to this summary.*

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. WC-5

<p>TITLE: Request by the Bonita Unified School District to waive <i>Education Code</i> (EC) Section 56366.1(g), the August 1 through October 31 timeline requirement on annual certification renewals for Le Roy Boys Secondary School.</p> <p>CDSIS: 8-2-2003</p>	<p>_____ ACTION _____ INFORMATION _____ PUBLIC HEARING <u> X </u> CONSENT</p>
--	---

RECOMMENDATION: **Approval**

Summary of Previous State Board of Education (SBE) Discussion and Action:

Requests to waive the annual renewal application timeline (August 1 through October 31) by a nonpublic school or agency have been presented to SBE in the past. SBE Waiver Policy #00-03 evaluation guidelines, along with any additional documentation, are used in reviewing these waivers.

Summary of Key Issue(s):

Education Code section 56366.1(g) requires nonpublic schools and agencies to submit their renewal application between August 1 and October 31 each year. **Le Roy Boys Secondary School** did not submit their 2003 renewal application by October 31, 2002 because they had a change in administration and were not aware of this statutory requirement. This is a first time occurrence; **Le Roy Boys Secondary School now submitted their application.**

Authority for the waiver: *Education Code* Section 56101

Bargaining unit(s) consulted on: N/A

Position of bargaining unit (choose only one): N/A

Neutral

Support

Oppose

Name of bargaining unit representative: N/A

Local board approval date: N/A

Effective dates of request: October 31, 2002 – April 30, 2003

Fiscal Analysis (as appropriate): None.

Background Information: Waiver request forms and supporting documents are available in the Waiver Office upon request.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. WC-6

TITLE: Request by Oak Grove School District to waive <i>Education Code</i> (EC) 56362 (c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students. Resource Specialist Karen Priest assigned at Sakamoto Elementary .	<input type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION <input type="checkbox"/> PUBLIC HEARING <input checked="" type="checkbox"/> CONSENT
CDSIS: CDSIS-1-2-2003	

RECOMMENDATION:

The Department recommends: Approval Denial

Summary of Previous State Board of Education Discussion and Action:

Both EC 56362 (c) and Title 5CCR 3100 allow the State Board of Education to approve waivers of Resource Specialists to exceed the maximum caseload of 28 students by not more than four students. However, there are very specific requirements in these regulations that must be met for approval, and if these requirements are not met, the waiver must be denied.

Summary of Key Issue(s):

The **Oak Grove School District (OGSD)** requests a waiver of EC 56362 (c), which requires caseloads for Resource Specialists to be stated in local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the Board. No Resource Specialist (RSP) teacher shall have a caseload which exceeds 28 pupils.

The District states that there has been a recent influx of students moving into the Sakamoto community. These students have active IEP's and require a RSP teacher. The District will monitor the caseload, evaluate the effectiveness of the school's Student Study Team process, and investigate the need to increase Resource Specialist staff. If needed, additional staff will be hired next year.

The RSP teacher states that the waiver will not hinder the implementation of the Individualized Education Program (IEP) for any of her students, and she has agreed to support this waiver. The waiver request indicates that the caseload for the **Resource Specialist will not exceed the maximum statutory limit of 28 students by more than four students.**

Authority for the waiver: *Education Code Section 56101, and Title 5 CCR 3100)*

Bargaining unit(s) consulted on: 12/13/02 and 12/19/02

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: K.C. Walsh

Local board approval date: 1/6/03

Effective dates of request: 1/6/03-12/30/04

Fiscal Analysis (as appropriate): No known fiscal impacts.

Background Information: *Waiver request forms and supporting documents are available in the Waiver Office upon request.*

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. WC-7

<p>TITLE: Request by Needles Unified School District to waive <i>Education Code</i> (EC) Section 56362 (c); allowing the caseload of the resource specialist to exceed the maximum caseload of 28 students by no more than four students. For Resource Specialist Edward Campbell assigned at Needles Middle School.</p> <p>CDSIS: 39-2-2003</p>	<p>_____ ACTION _____ INFORMATION _____ PUBLIC HEARING <u> X </u> CONSENT</p>
--	--

RECOMMENDATION:

The Department recommends:

Approval

Denial

Summary of Previous State Board of Education Discussion and Action:

Both EC 56362 (c) and Title 5CCR 3100 allows the State Board of Education to approve waivers of Resource Specialists to exceed the maximum caseload of 28 students by not more than four students. However, there are very specific requirements in these regulations that must be met for approval, and if these requirements are not met, the waiver must be denied.

Summary of Key Issue(s):

The **Needles Unified School District (NUSD)** requests a waiver of EC Section 56362 (c) which requires caseloads for Resource Specialists to be stated in local policies developed pursuant to EC Section 56195.8 and in accordance with regulations established by the State Board. No Resource Specialist shall have a caseload which exceeds 28 students.

NUSD states that they have no special education substitute teachers available. The district will add additional aide time and some students will be promoted to a smaller RSP class at the high school. NUSD states they will not have this problem for the 2003/04 school year. The RSP teacher at the middle school supports the waiver and states that it will not hinder the implementation of any student's Individualized Education Program (IEP). The waiver request indicates the caseload for the **Resource Specialist will not exceed the maximum statutory limit of 28 students by more than four students.**

Authority for the waiver: *Education Code Section 56101, 56362 (c) and Title 5 CCR 3100)*

Bargaining unit(s) consulted on: 2/11/03

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: Rita Karr

Local board approval date: February 18, 2003

Effective dates of request: 1/06/03 to 6/07/03

Fiscal Analysis (as appropriate): No known fiscal impacts

Background Information: Waiver request forms and supporting documents are available for inspection in the Waiver Office.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. WC-8

TITLE: Request by 10 school districts for a renewal to waive <i>Education Code</i> Section 49550, the State Meal Mandate during the summer school session.	<u> </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> X </u> CONSENT
CDSIS: <i>see list attached</i>	

RECOMMENDATION:

The Department recommends:

Approval

Denied

Summary of Previous State Board of Education Discussion and Action:

The State Board approved a school meal waiver request for Summer 2002. State Board guidelines allow for a waiver to be renewed if the waiver was approved for the prior year and circumstances in the district have not changed.

Summary of Key Issue(s):

The California Education Code (EC) Section 49550 states that each needy child that attends a public school be provided a nutritionally adequate free or reduced-price meal every school day. The following districts have requested that the waiver of EC Section 49550 be renewed for the Summer 2003 and have certified that conditions in the district that precipitated the original waiver request have not changed. EC Section 49548 allows a waiver of EC Section 49550 during summer school if the district seeking the waiver has met at least two of the following four criteria:

The summer school session is less than four hours duration and is completed by noon;

Less than ten percent of needy pupils attending the summer session are at the school site for more than three hours per day;

A Summer Food Service Program site is available within the school attendance area;

Serving meals during the summer school session would result in a financial loss to the school district in an amount equal to one-third of the food service net cash resources or, if those cash resources are nonexistent, an amount equivalent to one month's operating cost.

Agreement Number:	District(s):	Effective Period:	Local Board Approval:	Waiver Number:
54-72108-0000000-01	Saucelito SD	06/04/03-06/27/03	02/04/03	12-2-2003
49-70797-0000000-01	Liberty ESD	06/23/03-07/16/03	02/12/03	25-2-2003
12-62885-0000000-01	Hydesville ESD	07/07/03-07/25/03	02/13/03	26-2-2003
31-66886-0000000-01	Placer Hills Un SD	06/19/03-07/17/03	02/12/03	28-2-2003
49-70680-0000000-01	Forestville Un SD	06/23/03-07/25/03	02/12/03	31-2-2003
31-66795-0000000-01	Colfax ESD	06/16/03-07/11/03	02/19/03	38-2-2003
10-62356-0000000-01	Pacific Union SD	06/16/03-07/11/03	02/11/03	42-2-2003
29-66399-0000000-01	Ready Springs Union SD	06/16/03-07/11/03	02/13/03	43-2-2003
50-71282-0000000-01	Stanislaus Union SD	06/23/03-08/01/03	02/24/03	44-2-2003
47-70300-0000000-01	Fort Jones Union ESD	06/16/03-07/18/03	02/13/03	45-2-2003

Authority for the waiver: *Education Code 49558*

Bargaining unit(s) consulted on: **Not required**

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: **None**

Local board approval date: **See table above**

Effective dates of request: **See table above**

Fiscal Analysis (as appropriate): The approval of the renewal waiver will have no impact on local or state finances.

Background Information:

Waiver request forms and supporting documents are available for inspection in the Waiver Office. In cases where a request is recommended for denial, documentation is attached to this Executive Summary.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION

APRIL 2003 AGENDA

Item No. W-1

<p>TITLE: Request by Corcoran Unified School District for a waiver of <i>Education Code</i> Section 48661(a) relating to the placement of a community day school on the same site as a continuation high school for the 2003-04 school year.</p> <p>CDSIS: 2-2-2003</p>	<p><u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT</p>
--	---

RECOMMENDATION: The Department recommends:

- Approval for one year to allow the District to demonstrate the efficacy of this co-location plan
- Denial

Summary of Previous State Board of Education Discussion and Action:

The Board approved several similar requests in the past to allow the collocation of a community day school when the community day school could not be located separately and the district has been able to provide for the separation of students from the other schools.

Summary of Key Issue(s):

The Corcoran Unified School District requests a waiver of *Education Code* section 48661(a), which states that a community day school (CDS) shall not be situated on the same site as a continuation high school.

The District has been operating its community day school at the Kings Lake Education Center, where adult education classes are also housed. Currently, no other K-12 education programs are operated at that site.

Currently, the District's continuation high school is housed in an isolated corner of the comprehensive high school campus. The District maintains that it is unable to provide adequate support services and administrative supervision to the continuation high school at that site and has proposed moving the continuation high school to the Kings Lake Education Center.

The district maintains that **the continuation high school students will be completely separated from the CDS students. Separation will be accomplished through the use of fencing that prohibits any access between the two programs, different arrival and departure times, different entrance/exits, and extensive full-time supervision**, including an on-site principal, classroom aides, and clerical staff.

The District initially also proposed to move an opportunity class from the comprehensive high school to the Kings Lake Education Center. The Corcoran Faculty Association submitted a letter of opposition to moving the opportunity class, but did not state any opposition to moving the continuation high school. The CDE shared the concerns of the Faculty Association and

recommended that the District limit its waiver request to only authorize relocation of the continuation high school. The District accepted this recommendation and modified its request to delete language that would have permitted moving the opportunity class.

The local board voted unanimously in support of this waiver request. Based on the strong measures to maintain separation of the community day school and continuation high school, the CDE recommends approval of this waiver request.

Bargaining unit(s) consulted on: 12/10/02

Position of bargaining unit (choose only one):

Neutral Support Oppose (as described above, the District has amended its waiver request to delete the part of the proposal opposed by the bargaining unit)

Name of bargaining unit representatives: Mark Sanders

Public hearing identified by (choose one or more):

posting in a newspaper posting at each school other

Public hearing held on: 1/28/03

Local board approval date: 1/28/03

Advisory committee(s) consulted: School Site Council

Objections raised (choose one): None Objections are attached on separate sheet

Date consulted: 12/18/02

Effective dates of request: 7/1/03 – 6/30/04

Fiscal Analysis (as appropriate): N/A

Background Information: Documentation is attached to this Summary.

APRIL 2003
 PROPOSED CONSENT and NON-CONSENT WAIVERS
 Staff Recommendations

ITEM #	WAIVER SUBJECT	PROPOSED CONSENT* (SBE/CDE Recommendation)	NON-CONSENT** (CDE Only Recommendation)
ITEM W-1	Community Day School	Approve	
ITEM W-2	Concurrent Enrollment Community College/High School	WITHDRAWN	
ITEM W-3	High School Exit Examination (Special Education Students)	Approve	
ITEM W-4	High School Exit Examination (Special Education Students)	Approve	
ITEM W-5	Instructional Materials	Approve	
ITEM W-6	Instructional Time Penalty	Approve with Conditions	
ITEM W-7	Non-Public School/Agency (Child Specific)	Approve	
ITEM W-8	Resource Specialist Caseload		Approve
ITEM W-9	Supplemental Intervention Funds		Approve with Conditions
ITEM W-10	Summer School Mandate (Renewal)		Deny

* Proposed Consent: Waivers in this column are recommended for approval by both SBE and CDE staffs.

** Non-Consent: Waivers in this column are either recommended for denial or warrant discussion. These waivers are printed in **boldface** type.

GENERAL WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. W-2

TITLE: Request by City of Santa Rosa High School District to waive <i>Education Code</i> (EC) section 76001(h)(i), the five percent (5%) limit on the number of high school students a principal may recommend for summer school enrollment in a community college. The request is to go up to 25% .	<u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT
CDSIS: 19-1-2003	

RECOMMENDATION:

The Department recommends: **CDE Recommendation will follow in the**
 Approval **SBE Supplemental Mailing (green sheets)**
 Denial

Summary of Previous State Board of Education Discussion and Action:

A waiver of this type has never before been requested from the State Board of Education (SBE). However this topic relates to a statewide issue of concurrent enrollment of High School Students in Community Colleges.

Summary of Key Issue(s):

City of Santa Rosa High School District (CSRHSD) is requesting a waiver of a limit on **summer school enrollment in a community college for a concurrently enrolled high school student**. EC 76001(i) specifies that *“The principal of a school shall not recommend a number of pupils who have completed a particular grade in excess of 5 percent of the total number of pupils in the school who have completed that grade immediately prior to the time of recommendation.”* CSRHSD wants to waive the 5% limit, and be allowed to go up to an enrollment of 25% of students completing a grade level by a condition of the waiver.

In Santa Rosa’s waiver request the Assistant Superintendent states, “high school students in our district have historically attended Santa Rosa Junior college at rates higher than the prescribed education code requirements.” The letter goes on to say, “In fact, the positive relationship that has existed between Santa Rosa City Schools and Santa Rosa Junior College has resulted in students concurrently enrolled at the junior college year round at substantial rates.” The school district argues that the close proximity of the high schools to the junior college and the fact that a unique junior college scholarship exists for students in the area are additional reasons to approve this waiver.

At first glance this might appear to be a good thing to consider, since the summer school programs in high schools are being more limited due to focusing on remediation, rather than enrichment classes. However, there is substantial statute guiding the intent and implementation of such concurrent enrollment.

In addition, the Governor has proposed an \$80 million dollar reduction in apportionments to California’s community colleges to account for what he considers inappropriate student full time equivalents (FTEs) in concurrent enrollments with the K-12 system. It is the Governor’s concern that these enrollment programs

are being double reported or claimed. The Department of Finance, in cooperation with Thomas Nussbaum, Chancellor of the California Community Colleges, is currently investigating these concerns. If student FTEs have been double claimed, the community colleges would need to reduce the apportionments accordingly.

If the Governor and the legislature move forward with the \$80 million reduction statewide, the community colleges will be serving 50,000-60,000 student FTEs with no funding support. The Interim Vice-Chancellor of Educational Services for the California Community Colleges has informed Chief Financial Officers in colleges, that the Governor has started an audit of high school concurrent enrollment at community colleges. The Chancellor's office has asked all campuses for a "self-study" of their concurrent enrollment practices and to document all activity in this area.

Bargaining unit(s) consulted on: Santa Rosa Teachers Association -12/27/02
CSEA#367 – 12/27/02
CSEA #75 – 12/27/02

Position of bargaining unit (choose only one):

Neutral **Support** Oppose

Name of bargaining unit representative: **(names not provided)**

Public hearing identified by (choose one or more):

posting in a newspaper posting at each school (other) Superintendents Office

Public hearing held on: 1/8/2003 Local board approval date: 1/8/2003

Advisory committee(s) consulted:

Objections raised (choose one): None Date consulted: Maria Carrillo HS Site Council: 1/7/03, Elsie Allen HS Site Council: 1/7/03, Santa Rosa HS Site Council: 1/7/03, Montgomery HS Site Council: 1/8/03, Piner HS Site Council: 1/8/03, Ridgway HS Site Council: 1/8/03

Effective dates of request: **6/1/2003 to 5/31/2004**

Fiscal Analysis: To be in the supplemental mailing on this waiver.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. W-3

<p>TITLE: Request by San Diego City Unified District to waive <i>Education Code</i> Section 60851 (a), “the requirement to successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for nineteen special education students.</p> <p>CDSIS: 1-12-02</p>	<p><u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT</p>
--	---

RECOMMENDATION:

The Department recommends:

Approval, for **Student 086, Student 087, Student 088, Student 089, Student 090, Student 092, Student 093, Student 094, Student 095, Student 096, Student 097, Student 098, Student 099, Student 100, Student 101, Student 103, and Student 104**, a waiver of the requirement to “successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for the **mathematics portion of the test**. Approval, for **Student 085, and Student 091**, a waiver of the requirement to “successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for the **English Language Arts portion of the test**.

Summary of Previous State Board of Education Discussion and Action:

In December 2001, the State Board of Education (SBE) adopted Policy # 01-07, California High School Exit Examination: Waiver of Test Passage for Specific Special Education Students. The authority for this waiver is *Education Code (EC) 56101*, the “child specific” waiver necessary or beneficial to the content and implementation of a pupil’s Individual Educational Program (IEP).

Summary of Key Issue(s):

EC 60851 (a) signed by the Governor in March 1999, states “commencing with the 2003-04 school year and each school year thereafter, each pupil completing grade 12 shall successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school.”

The waiver of *EC 60851 (a)* allows students who have taken the CAHSEE using a modification that alters what is being tested on one or both portions and received a score of 350 or higher on one or both portions to graduate without having completed the “successful passage of the CAHSEE.” Information reviewed from each student requesting a waiver

includes: 1) an IEP or Section 504 Plan reviewed and approved by the student's IEP team and parent dated prior to the exam, that indicates all of the accommodations and/or modifications that the student needs to access and participate in statewide assessments, 2) a certified transcript showing sufficient high-school-level coursework (either satisfactorily completed or in progress) in a high-school level curriculum sufficient to have gained the skills and knowledge otherwise needed to pass the CAHSEE, and 3) a copy of the CAHSEE Student Parent Report showing the "equivalent of a passing score."

The school district has provided all required documentation that indicates the nature of each student's disability, the rationale as to why the modification(s) used to achieve the equivalent of a passing score was necessary to allow each student to access the test, evidence that each student is being successful in sufficient high-school-level coursework to complete a high school curriculum of sufficient rigor to have gained the skills and knowledge otherwise needed to pass the CAHSEE as well as certification that each student attained the equivalent of a passing score on either the mathematics portion or the English Language Arts portion of the exam as indicated above. Policy # 01-07, California High School Exit Examination: Waiver of Test Passage for Specific Special Education Students, requires that the LEA attach **an Individual Education Plan (IEP) or 504 Plan reviewed and approved by the student's IEP team within the last 12 months.** The packages for Students 085, 086, 087, 088, 089, 090, 091, 092, 093, 094, 095, 096, 098, 100, 101, and 103 include all requirement documents. The packages for Student 097, Student 099 and Student 104 **include IEPs that were signed prior to and following the 12 month period prior to the dates of the test administration.** Therefore, the entire Waiver Request is presented as an Action item.

Authority for the waiver: E.C. 56101

Request date: 11/18/02

Effective dates of waiver: 2001-2002 CAHSEE test year

Fiscal Analysis (as appropriate): No Fiscal impact.

Background Information:

Waiver request forms and supporting documents are attached. Further background information is available for inspection in the Waiver Office, if required.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. W-4

<p>TITLE: Request by Fallbrook Union High School District to waive <i>Education Code</i> Section 60851 (a), “the requirement to successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for one special education student.</p> <p>CDSIS: 8-3-2003</p>	<p><u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT</p>
--	--

RECOMMENDATION:

The Department recommends:

Approval, for **Student 109**, a waiver of the requirement to “successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school” for the **mathematics portion of the test**.

Summary of Previous State Board of Education Discussion and Action:

In December 2001, the State Board of Education (SBE) adopted Policy # 01-07, California High School Exit Examination: Waiver of Test Passage for Specific Special Education Students. The authority for this waiver is *Education Code (EC) 56101*, the “child specific” waiver necessary or beneficial to the content and implementation of a pupil’s Individual Educational Program (IEP). Under normal circumstances, Waiver Requests are presented as Consent Calendar items. However, when significant required information is not included in the initial request but is provided as a supplement, the Waiver Request is presented as an Action item.

Summary of Key Issue(s):

EC 60851 (a) signed by the Governor in March 1999, states “commencing with the 2003-04 school year and each school year thereafter, each pupil completing grade 12 shall successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school.”

The waiver of *EC* 60851 (a) allows students who have taken the CAHSEE using a modification that alters what is being tested on one or both portions and received a score of 350 or higher on one or both portions to graduate without having completed the “successful passage of the CAHSEE.” Information reviewed from each student requesting a waiver includes: 1) an IEP or Section 504 Plan reviewed and approved by the student’s IEP team and parent dated prior to the exam, that indicates all of the accommodations and/or modifications that the student needs to access and participate in statewide assessments, 2) a certified transcript showing sufficient high-school-level coursework (either satisfactorily

completed or in progress) in a high-school level curriculum sufficient to have gained the skills and knowledge otherwise needed to pass the CAHSEE, and 3) a copy of the CAHSEE Student Parent Report showing the “equivalent of a passing score.”

The school district has provided all required documentation that indicates the nature of the student’s disability, the rationale as to why the modification(s) used achieve the equivalent of a passing score was necessary to allow the student to access the test, evidence that the student is being successful in sufficient high-school-level coursework to complete a high school curriculum of sufficient rigor to have gained the skills and knowledge otherwise needed to pass the CAHSEE as well as certification that the student attained the equivalent of a passing score on the mathematics portion of the exam. The initial request for Student 109 was incomplete, as the IEP did not specify the modification used. Subsequently, appropriate supplemental documentation was provided. Therefore, the item is presented for Action.

Authority for the waiver: *Education Code* Section 56101

Request date: 12/09/02

Effective dates of waiver: 2001-2002 CAHSEE test year

Fiscal Analysis (as appropriate): No Fiscal impact.

Background Information:

Waiver request forms and supporting documents are attached. Further background information is available for inspection in the Waiver Office, if required.

GENERAL WAIVER COVER SHEET

CALIFORNIA STATE BOARD OF EDUCATION

APRIL 2003 AGENDA

Item No. W-5

TITLE: General waiver request of <i>Education Code</i> Sections 60450 (b) and 60451(b) – Schiff-Bustamante Standards-Based Instructional Materials Program by Victor Elementary School District to purchase non-adopted Instructional Resources (<i>Houghton Mifflin Mathematics, Grade 6</i>) using Schiff-Bustamante Funds.	<input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION <input type="checkbox"/> PUBLIC HEARING <input type="checkbox"/> CONSENT
CDSIS: 15-2-2003	

RECOMMENDATION:

The Department recommends:

Approval: From date of SBE action through June 30, 2004.

Denial

Summary of Previous State Board of Education Discussion and Action:

General Waiver requests for the purchase of non-adopted instructional materials are reviewed by CDE staff in accordance with the State Board of Education (SBE) Waiver Policy 99-06 (as amended September 2002) for the Schiff-Bustamante Standards-Based Instructional Materials Program with specified exceptions for Reading/Language Arts, Mathematics, and Science programs

Summary of Key Issue(s):

Victor Elementary SD is requesting a waiver for the use of the Schiff-Bustamante Instructional Materials Fund for the purchase of *Houghton Mifflin Mathematics* for Grade 6. The K-5 program was submitted and adopted under the 2001 Mathematics Adoption. The district is seeking a waiver under the first exception for mathematics instructional materials.

Schiff-Bustamante Instructional Materials Fund – Exception 1 in the Area of Mathematics

The first exception under the area of mathematics concerns requests to purchase instructional materials that are a continuation or extension of a mathematics program adopted under the 2001 Mathematics Adoption and that "...unless previously reviewed for waiver-consideration purposes, a waiver request under this exception needs to include a grade level-specific standards map for the instructional materials to be purchased." The standards map would then be reviewed by an appointed Curriculum Commissioner along with any other experts as is necessary and a recommendation would be provided.

The *Houghton Mifflin Mathematics* program for grades K-5 was submitted for review under the 2001 Mathematics Adoption. It was adopted by the State Board of Education. 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. At the Board's request, Commissioner Sue Stickel reviewed grade 6 of the *Houghton Mifflin Mathematics Program* and felt that the program offered sufficient coverage of the mathematics content standards.

The district has adopted the Houghton Mifflin mathematics program for grades K-5, and requests a waiver to purchase grade 6 in order to maximize instructional continuity for its students. The Academic Performance Index (API) Data Summary chart is attached reporting API rank and growth for 1999-2002 for the fourteen K – 6 elementary schools that will be using *Houghton Mifflin Mathematics*. Six of these schools are ranked in the 4th decile or lower.

Staff Recommendation

The district meets Criteria 1 in the exception policy in the area of mathematics. The program is a one grade level extension/continuation (grade 6) of an adopted program (*Houghton Mifflin*, grades K-5). It was previously reviewed and was found to provide sufficient coverage of the mathematics content standards for grade 6. The use of the 6th grade program will ensure continuity for the K-6 math program. This request is recommended for approval through June 2004 (by which point carryover Schiff-Bustamante funds are required to be spent).

Authority for the waiver: *Education Code* Section 33050

Bargaining unit(s) consulted on: 10/11/02

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representatives: Nancee Fine, President

Public hearing identified by (choose one or more):

posting in a newspaper

posting at each school

other

(specify) –

Public hearing held on: 2/5/03

Local board approval date: 2/5/03

Advisory committee(s) consulted:

Objections raised: X None

Date consulted: 1/28/03

Effective dates of request: 4/1/02 through 6/30/04

Fiscal Analysis (as appropriate):

N/A

Background Information:

Waiver request and supporting documentation are attached.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. W-6

<p>TITLE: Request by Emery Unified School District for fiscal year 2000-2001 to waive <i>Education Code (EC)</i> Section 46201(c), the requirement to offer 64,800 minutes at the ninth through twelve grades at Emery High School. For fiscal year 2001-2002, Emery Unified School District requests a waiver for <i>Education Code (EC)</i> Section 46201(d), the requirement to offer 64,800 minutes at the ninth through twelve grades at Emery High School.</p> <p>CDSIS: 10-01-2003 Emery Unified School District (FY 00-01) 25-03-2003 Emery Unified School District (FY 01-02)</p>	<p><input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION <input type="checkbox"/> PUBLIC HEARING <input type="checkbox"/> CONSENT</p>
---	---

RECOMMENDATION:

The Department recommends approval on the condition that the district increase instructional time at **Emery High School** to 65,890 minutes per year (64,800 minutes plus the 143 minutes short in fiscal year 2000-2001 and 947 minutes short in fiscal year 2001-2002 for an increase of 1090 minutes) for a period of two years beginning in 2003-2004 and continuing through 2004-2005, and report the increase in its yearly audits.

Summary of Previous State Board of Education Discussion and Action:

On January 1, 2002, with SB 178, the existing *EC* authority, Section 46206 was repealed, and a new Section 46206 added to the *EC*. In the fall of 2002, AB 1227 was passed by the Legislature and signed into law by the Governor. It authorizes waivers to be granted for fiscal penalties created by shortfalls of instructional time **in the 2000-01 fiscal year** or thereafter only if the makeup minutes or days, or both, are commenced not later than the school year following the year in which the waiver is granted and removes the 900 minute restriction for waivers of this type. All waivers must go to action on the SBE's agenda.

Summary of Key Issue(s):

Emery Unified School District requests a waiver of *EC* Section 46201(c), the longer day instructional time penalty, which states that sixty four thousand eight hundred minutes of instructional time must be offered in grades nine through twelve. In fiscal year 2000-01, Emery High School failed to meet their requirement of 64,800 minutes instructional minutes by 143 minutes. The auditor also found that the district did not meet the instructional day and instructional minute requirements because of non-credentialed teachers in the classroom. These findings resulted in severe fiscal penalties of \$580,036. The district was able to

remove the penalties created by the non-credentialed teachers by the passage of AB 2589, Aroner, leaving only the shortage of 143 minutes. **The remaining fiscal penalty is \$16,321.**

In fiscal year 2001-2002, after reviewing the bell schedules, the auditor found that Emery High School was short by 947 minutes. **The fiscal penalty for fiscal year 2001-2002 is \$21, 553 for a total penalty of \$37,874 for both fiscal years.**

The district has been struggling for several years. The situation became so bad that the California Department of Education is now administering the district. Henry Der was appointed State Administrator in 2001. In order to mitigate these problems and not financially harm the district, the department recommends approval of this waiver. The department is recommending that both fiscal year time penalties be combined into one condition: beginning in fiscal year 2003-04, and continuing through fiscal year 2004-05, the school will begin making up the shortage by offering 65,890 total instructional minutes (143 minutes short from fiscal year 2000-2001 and 947 minutes short in fiscal year 2001-2002) for a total of 1090 additional minutes over the 64,800 minutes required by law at **Emery High School** and report the increase in its yearly audits.

Authority for the waiver: 46206

Bargaining unit(s) consulted on: Not required

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: N/A

Local board approval date: 12/27/02 and 03/07/03

Effective dates of request: 07/01/00 to 06/03/01 and 07/01/01 to 06/30/02

Fiscal Analysis (as appropriate):

- In fiscal year 2000-2001, the repayment amount for offering less than the 1986-87 minutes per *Education Code* Section 46201(c), as required by law is: 232.26 (Affected ADA) times \$70.27 (Penalty Amount) equals **\$16,320.91.**
- In fiscal year 2001-2002, the repayment amount for offering less than the 1986-87 minutes per Education Code Section 46201(d), as required by law is: 266.31 (ADA) times \$5,57.89 (Base Revenue Limit) times 1 (Deficit Factor) equals \$1,474,795.49 (Apportionment); 947 (Number of Minutes Short) divided by 64,800 (Required Minutes) equals 0.014614198 (Percentage); \$1,474,795.49 times 1.46 (Percentage) equals **\$21,552.95.**
- Total penalty for both fiscal years is: **\$37,874.**

Background Information:

Waiver request forms and supporting documents are attached.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. W-7

TITLE: Request by Soquel Union Elementary School District to waive <i>Education Code</i> (EC) Section 56366.1 (a), certification for an uncertified nonpublic school, Wediko Children's Services Inc. located in Windsor, New Hampshire to provide services to one special education student, Michael N. CDSIS: 1-10-2002	<u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT
--	---

RECOMMENDATION:

The Department recommends: Approval

Summary of Previous State Board of Education Discussion and Action: The State Board of Education has taken action on several previous nonpublic school certification waivers.

Summary of Key Issue(s): The **Soquel Union Elementary School District (SUESD)** requests a waiver of EC Section 56366.1 (a), which establishes standards for nonpublic, nonsectarian schools and agencies to follow to be certified to provide special education and designated instruction services (DIS) to students with disabilities. The district requests this waiver in order to place student **Michael N.** at **Wediko Children's Service Inc.** an uncertified nonpublic school, in **Windsor, New Hampshire.**

The placement is pursuant to a due process compromise. The student has been in the program since June of 2001 and is showing progress. The district is requesting to keep the student in the program at **Wediko Children's Services Inc.** in order to ensure continued progress. The student requires a highly structured program to meet his educational and behavioral needs. **SUESD** contacted numerous in-state and out-of-state Nonpublic Schools, and could not find an appropriate placement.

The **Wediko Children's Service Inc.** offers highly individualized services in a residential setting that the student needs. The **Wediko School** program emphasizes comprehension based curriculum objectives that are important to all students regardless of their grade or instructional level. All subject areas include curriculum that integrates instruction on basic skills with problem solving, communication and writing skills. The behavioral management strategies include use of contingency contracting, time out procedures, systematic feedback, group counseling, and crisis intervention strategies to maintain a safe school environment and promote the social competence skills needed by students.

Authority for the waiver: *Education Code 56101*

Local board approval date: 10/2/02

Effective dates of request: September 9, 2001 to June 3, 2003

Bargaining unit(s) consulted on: 10/2/02

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: Mimi Edgar

Fiscal Analysis (as appropriate): No known additional fiscal impact

Background Information: Waiver Request forms and supporting documentation are attached.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. W-8

TITLE: Request by Alhambra School District to waive <i>Education Code</i> (EC) 56362 (c), which allows the district to exceed the maximum caseload of 28 students (but not more than 32) for Resource Specialist Janine Lai assigned at Ynez Elementary.	<u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT
CDSIS: CDSIS-25-1-2003	

RECOMMENDATION:

The Department recommends: Approval

Summary of Previous State Board of Education Discussion and Action: Both EC 56362 (c) and Title 5CCR 3100 allow the State Board of Education (SBE) to approve waivers of Resource Specialist to exceed the maximum caseload of 28 students by not more than four students. Normally these waivers go to consent but this is **scheduled to action due to union opposition.**

Summary of Key Issue(s):

The Alhambra School District (ASD) requests a waiver of EC 56362(c). This law states that caseloads for Resource Specialists shall be stated in local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the SBE. No Resource Specialist shall have a caseload that exceeds 28 pupils. The District states that the waiver will not hinder the implementation of the individualized educational program (IEP) for all students involved with the waiver. The district will provide extra support staff to the resource specialist.

The bargaining unit did “participate” in the waiver process and is opposed. The Resource Specialist, however, has agreed to the waiver with the addition of a five-hour aide, and has stated that the IEP goals for all students will be met.

Title 5CCR Section 3100 (a) states:

*“For purposes of subdivision (b), a request to waive the maximum resource specialist...if all of the following conditions are met...(4) the waiver was agreed to by any affect resource specialist, and **the bargaining unit, if any, to which the specialist belonged participated in the waiver’s development.**”*

Based on the wording of this regulation, the department recommends approval because of the resource specialist agreement to the caseload increasing to a maximum of 32 pupils and the proms form both the district and the teachers that all students IEP needs will be met.

Authority for the waiver: *Education Code* Section 56101, and Title 5CCR 3100

Bargaining unit(s) consulted on: 01/10/03

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: Stephen Kornfield, **Alhambra Teachers**

Association

Local board approval date: 1/17/03 SELPA approved date

Effective dates of request: 1/10/03-6/13/03

Fiscal Analysis (as appropriate): No known fiscal impacts.

Background Information: Waiver request forms and supporting documents are attached to this summary.

GENERAL & SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. W-9

<p>TITLE: Request by Fresno Unified School District to waive <i>Education Code</i> (EC) Section 37252(e) to allow the district to receive funds made available for “intervention funds” in the time periods specified by statute to be used throughout the regular school day (specific waiver authority EC 37252.1(a)(1)(A)) and EC 37202, the equity length of time requirement (general waiver authority) and for students at Cooper Middle School.</p> <p>CDSIS: 40-2-2003</p>	<p><u> X </u> ACTION <u> </u> INFORMATION <u> </u> PUBLIC HEARING <u> </u> CONSENT</p>
---	---

RECOMMENDATION:

The Department recommends:

Approval through June 30, 2004, on the condition that Cooper Middle School provide an evaluation and report on the success of the program to the California Department of Education (CDE) Waiver Office by October 1, 2004.

Summary of Previous State Board of Education Discussion and Action:

In June 2000, Fresno Unified requested a waiver under the General Waiver (use funds restricted to supplemental usage; after school, before school, or during summer school) to **extend the school day by 60 minutes for ALL students** thus making the “**intervention time**” required for all students. On **July 12, 2000** the State Board of Education (SBE) **approved a waiver** for Cooper School, where 85% of the student population are at poverty level, transience rates are high and 85 % of students were scoring below the 50th percentile on the SAT 9 in 1999. Unfortunately, it was later discovered that E.C. 37252, was made “non waivable,” by SB 1683, effective on **July 5, 2000**. So the SBE had approved the waiver seven days too late and it had to be “**rescinded as a matter of law.**”

The district then sought **legislative permission to pilot** the program for the next two years. AB 1285, Reyes was not passed in 2001, but on June 20, 2002 was signed by the Governor. The new statute was E.C. 37252.1, a specific waiver authority, approved as an urgency measure, with some specific conditions, and named the pilot the “Cooper Intervention Program” with funding (after Board approval) from June 20, 2002 through June 30, 2004.

Summary of Key Issue(s):

Attached is the waiver application and program description for the Cooper Intervention Program. The school day for all students goes from 8 am to 3:10 pm with block scheduling. The mandatory instructional minutes for a middle school are 54,000 minutes. This plan will

add 8,800 minutes to the school year, bringing the total to 62,800, which **roughly equates to 29 additional days of student teacher contact time**. The plan will add two additional 35-minute blocks to the Language Arts (ELA) and Mathematics/Algebra content areas during the school day.

The statute being waived requires:

*E.C. 37252 (e) Instructional programs may be offered pursuant to this section during **the summer, before school, after school, on Saturday, or during intersession**, or in any combination of summer, before school, after school, Saturday, or intersession instruction, **but shall be in addition to the regular school day.***

Unlike the initial waiver request, although the restricted supplemental funds may NOW be used within the regular school day, the new statute still requires that the “intervention money” in E.C. 37252 be used **only to fund students whose performance** on the English language arts and mathematics parts of the California Standards Tests is at the **below basic or far below basic levels**. Cooper may provide the same program to students with higher test scores, but “the district **may not use funds** made available pursuant to Section **37252** to offer these pupils a longer instructional day.” The teachers union has indicated support for this project.

In addition the district requests a General Waiver of E.C. 37202 “...*the governing board of any school district shall maintain all of the elementary day schools established by it for an equal length of time during the school year, all of the day high schools established by it for an equal length of time during the school year.*”

The students at Cooper Middle School (serving 750 grade 7-8 students) will be receiving 62,800 minutes, instead of the 54,000 minutes provided to students at the other 17 schools in the district serving those grades. Unlike other equity length of time waivers it is probable not possible to have a full “open enrolment” policy as the space in this school will be limited, but the new statute specifically allowed that one school to be longer by one hour daily. In addition Cooper currently has many vacancies, as students have moved out due to the low performance of the school on statewide testing, which this program hopes to turn around, so there will be room to add back students for some time.

Therefore on the basis of this clear statutory intent, and the expected benefits to these students, in implementing and testing a new type of “intervention program” which may prove to be a model for future interventions, the Department recommends approval of this waiver for Fresno Unified School District for Cooper Middle School through June 30, 2004, on the condition that Cooper Middle School provide an evaluation report on the success of the program to the California Department of Education (CDE) Waiver Office by October 1, 2004.

Bargaining unit(s) consulted on: 1/10/03, 1/14/03, and 1/24/03

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: **Sherry Wood Fresno Teachers Association**

Public hearing identified by (choose one or more):

posting in a newspaper **posting at each school** other

(specify) _____

Public hearing held on: Feb. 12, 2003

Local board approval date: Feb. 12, 2003

Advisory committee(s) consulted: **Cooper Middle School – School Site Council**

Objections raised (choose one): None Objections are attached on
separate sheet

Date consulted: 9/24/03

Effective dates of request: 6/20/02 through 6/30/04

Fiscal Analysis (as appropriate):

This waiver will be neutral in terms of state costs, as **the intervention money will only be used to fund intervention for those students qualifying for the funds.** Locally, it will allow a usage of those funds in a matter never before allowed, and will benefit ALL students more consistently than the previous intervention program, which students chose to attend, or not, as there was no compulsory requirement.

Background Information: Documentation attached.

SPECIFIC WAIVER COVER SHEET
CALIFORNIA STATE BOARD OF EDUCATION
APRIL 2003 AGENDA
Item No. W-10

<p>TITLE: Request by Dunsmuir Joint Union High School District for a renewal to waive <i>Education Code</i> Section 49550, the State Meal Mandate during the summer school session.</p> <p>CDSIS: 16-2-2003</p>	<p><u> X </u> ACTION</p> <p><u> </u> INFORMATION</p> <p><u> </u> PUBLIC HEARING</p> <p><u> </u> CONSENT</p>
--	--

RECOMMENDATION:

The Department recommends:

Denial, district does not meet 2 of the 4 criteria.

Summary of Previous State Board of Education Discussion and Action:

The State Board approved a school meal waiver request for Summer 2002. State Board guidelines allow for a waiver to be renewed if the waiver was approved for the prior year and circumstances in the district have not changed.

Summary of Key Issue(s):

The California Education Code (EC) Section 49550 states that each needy child that attends a public school be provided a nutritionally adequate free or reduced-price meal every school day. The Dunsmuir Joint Union High School District has requested that the waiver of EC Section 49550 be renewed for the Summer 2003 and has certified that conditions in the district that precipitated the original waiver request have not changed. EC Section 49548 allows a waiver of EC Section 49550 during summer school if the district seeking the waiver has met at least two of the following four criteria. Review of the waiver documents submitted indicate that only criteria d) has been met:

Criteria met

- NO** a) The summer school session is less than four hours duration and is completed by noon;
- NO** b) Less than ten percent of needy pupils attending the summer session are at the school site for more than three hours per day;
- NO** c) A Summer Food Service Program site is available within the school attendance area;
- YES** d) Serving meals during the summer school session would result in a financial loss to the school district in an amount equal to one-third of the food service net cash resources or, if those cash resources are nonexistent, an amount equivalent to one month's operating cost.

Agreement Number:	District(s):	Effective Period:	Local Board Approval:	Waiver Number:
47-70250-0000000-01	Dunsmuir Jt. HSD	06/16/03-07/28/03	02/12/03	16-2-2003

On February 27, 2003, Rochelle Magness contacted Robert Morris, Superintendent of the Dunsmuir Joint Union High School District. She explained that only one of the four criteria was being met and that based on the waiver criteria, a recommendation of denial would be submitted to the State Board of Education (SBE). We also gave him the option of withdrawing his application. Mr. Morris chose not to withdraw the waiver. He plans to appear before the SBE to explain the district situation and try to gain waiver approval.

Our contacts with Mr. Morris are as follows:

February 27, 2003:

- Rochelle Magness contacts Mr. Morris and informs him his waiver does not meet the criteria for approval. Mr. Morris states that the district officials told him to lie on the waiver in order to gain approval but he chose not to file falsified documents.
- Mr. Morris states he does not have the Management Bulletin outlining the criteria for approval. A copy of this document is faxed to him.
- After receiving the fax, Mr. Morris contacts Rochelle Magness and states that an elementary school eight miles away from Dunsmuir High School is a Summer Food Service Program (SFSP) site. Rochelle requests that the following required documentation be submitted by February 28, 2003:
 - A district map with the school, its attendance area, and the SFSP site marked; and.
 - The name and address of the SFSP site.
- As of March 12, 2003, the map, name, and address of the SFSP site have not been provided nor has Mr. Morris made any further contact with Nutrition Services Division.
- Child Nutrition staff have been unable to verify the existence of any program in that area, so do not believe this criteria is met

Authority for the waiver: Education Code 49558

Bargaining unit(s) consulted on: **Not required**

Position of bargaining unit (choose only one):

Neutral

Support

Oppose

Name of bargaining unit representative: **None**

Local board approval date: **2/12/03**

Effective dates of request: **06/16/03-07/28/03**

Fiscal Analysis (as appropriate): Denial of the waiver may increase the draw on Proposition 98 funds. Local finances may be affected.

Background Information:

Waiver request forms and supporting documents are attached.